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ABSTRACT

This handbook is a description of a Title VII Family Literacy Project implemented through El Paso Community College Literacy Programs in the El Paso, Texas area. The perspective is that literacy education in culturally and linguistically diverse areas must be an evolving, developmental process. The intergenerational Family Initiative for English Literacy (FIEL) project was designed to help parents help their children. Teachers adapted a skeletal curriculum and instructional activities to meet their own teaching styles and to meet the interests and needs of the learners. This handbook first reviews the project and then reports on the following topics: instructional model; project design rationale; model implementation; curriculum evolution; recruitment; teacher development; parent groups; ongoing evaluation; final evaluation; and implications for parent involvement, bilingual classrooms, literacy development of adults and children, teachers as intellectuals, and multicultural education. Appendices include the following: sample lessons, debriefing notes, information on curriculum evaluation and changes, recruitment meeting invitations and fliers, items related to teacher development and ongoing evaluation, FIEL newsletters, fliers and evaluation forms, parent interview forms (including Spanish version), and lists of referrals. (LB)

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PROJECT FIEL

FAMILY INITIATIVE FOR ENGLISH LITERACY

HANDBOOK

Project Funded by Department of Education
Office of Bilingual Education and
Language Minority Affairs

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Introduction

This handbook is a description of a Title VII Family Literacy Project which was implemented through El Paso Community College Literacy Programs in the El Paso, Texas area. Funding was provided through the Department of Education, Office of Bilingual Education and Language Minority Affairs.

Our committed perspective is that education--especially literacy education in culturally and linguistically diverse communities--be an evolving, developmental process. We try to honestly describe our project, why we designed it as we did and how and why we changed it as we went along. We, of course, followed legislative guidelines and the corresponding objectives mandated by the Department of Education. Yet, our main objective was to serve the needs of the participants, both parents and children. Thus, as participating families came and went, the needs and demands were constantly changing. With these assumptions, priorities, and realities in mind it becomes obvious that this cannot be a replication manual, per se. We submit this collection of experiences and suggestions as a guide. We hope that as the reader travels through the context and the journeys described, she/he will generate a unique set of questions and ideas about using literacy programs to serve the needs of each community of participants as appropriate.

PART I

HISTORY OF PROJECT FIEL

History of Project FIEL

Skilled early childhood educators excel at providing child-centered, developmental learning programs. Yet, first grade children, adolescents, and even adults are expected to learn through a regimen of teacher-centered cognitive scopes and sequences. However, research which indicates that all humans learn developmentally throughout life abounds.

Specifically, recent research in reading and literacy acquisition emphasizes the developmental, learner-centered nature of literacy development (Harste, Woodward, & Burke, 1984; Smith, 1989). Research in second language acquisition and biliteracy development echoes this demand for developmental programs that emphasize learner autonomy (Goodman, 1984; Krashen & Biber, 1988). In addition, parental involvement in children's learning is very important (Nieto, 1985; Epstein, 1988), as early childhood educators have stressed for over a century (Greenburg, 1987).

Both established successful teaching practices and research on developmental literacy acquisition guided development and implementation of El Paso Community College's intergenerational literacy pilot project. This project brought Spanish-speaking parents and their children together in the classroom to improve the two groups' literacy in both English and Spanish. The developmental approach sparked literacy and second language success in families who had not been able to succeed in traditional school settings.

The parents who eventually became the project's first students brought about the idea for the project. The El Paso Community College Literacy Center offered literacy tutoring to adults with poor reading skills and/or for whom English was a second language. Many people who came for tutoring wanted to improve their literacy skills to help their children with reading and school

work. Therefore, in September 1986, the college designed and implemented as a pilot project, the Intergenerational Literacy Model described here.

The instructional model was designed with much of the previously mentioned research in mind. While the Intergenerational Literacy Model Project was funded by an operational grant from Texas Education Agency rather than a research grant, the curriculum designers strongly felt that responsible teaching practice must consider the interrelationships between teaching practice, theory, and research.

Assumptions

Four assumptions were made, based upon research, regarding children's literacy development. We hypothesized that the assumptions would also affect the learning of the adults who accompanied the children to class and whose primary goal was to help their children with school.

1. Social context is of utmost importance in the child's learning in general and in literacy development specifically (Harste, Burke, & Woodward, 1981; Goodman, 1984; Quintero, 1986).
2. Oral language is an integral part of the literacy development process. Oral language is also strongly affected by social context (Halliday, 1976; Tough, 1976; Parker, 1978; Cazden, 1981).
3. Learners enter school knowing that written language has meaning, but they cannot understand print usage when it is presented to them as isolated letters and sounds (Clay, 1975; Lindfors, 1980; Ferreiro & Teberosky, 1982).
4. Literacy behaviors are not restricted to books, but rather encompass many social and linguistic activities (Anderson & Stokes, 1984; Herrera, 1986; Quintero, 1986).

We also assumed that in the process of helping their children, the adults would inevitably improve their own reading skills in both languages and that "literacy attitudes" (Smith, 1984) within families would become generative. This two year pilot project was in itself generative. Our assumptions were supported and new questions posed. The literature that guided the pilot project was a combination of literature that researched emergent literacy development in general and the importance of social context in the literacy development process.

The Participants of the Pilot Project

Parents

Parent 1: *I want to read. I want to help my kids so they don't have to go through what I did. It's a hard world out there, and if you can't read, it's awful.*

Parent 2: *Are you sure this will help my daughter? If you're sure, we'll do it. I don't know, really, if anything will help me.*

Parent 3: *This not-reading is handed down. My mother couldn't read, and her mother couldn't read and well . . . it's going to stop with me.*

These parents' comments revealed the feelings and the situations of many participants in the Intergenerational Literacy Model Project. All the parents identified their main motivation for wanting to improve their reading skills as the desire to help their children. They were conscientious and caring adults who lacked basic literacy skills, but at that time wanted to catch-up with and surpass their children in these skills. They wanted to help their children with the tough challenges that come later in school and later in life.

The Children

Child 1: *I like to draw. I tell my baby sister stories about my pictures.*

Child 2: *I do puzzles good.*

Child 3: *My Mom doesn't have to read that. I'll do it for you, Mom.*

Child 4: *I like to talk.*

The children, ranging from 2 to 11 years of age, from English-speaking families and from Spanish-speaking families, gave us all the hope to keep trying. Almost instinctively, certainly intuitively, the children thrived on what the experts call the "roots of literacy." The children loved to

communicate with gestures, by talking, by singing, by drawing, and by playing. As active learners, they enjoyed "working" with their parents. Some even tried to protect and compensate for the lack of skills on their parents' part.

The Instructors

Instructor 1: *I need to get her to understand that she doesn't have to drill the alphabet into her son . . . she needs to know that the oral language she uses with him, the conversations, the interest in his interests -- that's what leads to good reading.*

Instructor 2: *It's so-c o hard. I've never done anything so hard because I never know what's going to work. But I've never had the freedom to do exactly what I believe is appropriate for my learners, and I've never had learners so motivated.*

The model instructors came from different teaching backgrounds, and somewhat differing philosophies regarding literacy development. Yet, both had years of valuable teaching experience and flexibility of methodology. They used the skeleton curriculum as a guide and went from there. They adapted instructional activities to their own teaching styles, and most importantly, to the interests and needs of the learners.

Results of the Pilot Project

To say that the parents and their children improved their literacy skills and increased their literacy behaviors by a certain percentage during the pilot project, would be a drastic oversimplification of what happened. What did happen was a complex combination of expected and unexpected events in a human drama of literacy learning.

For example, as stated above, many researchers and teachers acknowledge that social context is intricately involved with children's academic learning and performance. That is to say, that how children feel about themselves and others affects their ability to learn. Furthermore, how children see the reasons for learning activities, the function or use of a particular exercise, affects whether or not they learn.

The project staff found this intricately complex area of the social context to greatly affect the adults participating in the Intergenerational Literacy Model Project as well. The social context issues were obvious in the way the adults related to each other, to their children, to the instructors, and to the learning event itself. It became obvious early in the project that it would be useless to consider methodology, curriculum, or assessment without taking into consideration the effects of social context.

The comprehensive positive effects of social context are most convincingly seen through individual examples. The tutor-coordinator of the Literacy Education Action program commented after the first parent-child class:

I've never seen Connie[1] *open up like that. She talked and laughed and looked like she was enjoying herself.*

Connie had been coming for individual adult tutoring for almost three months. She had a good relationship with her tutor and was progressing with her studies. Yet, as noted above, something about coming to class with her eight-year-old son and the other families and participating in the non-traditional class session sparked her enthusiasm.

Ana, another parent, began the parent-child classes in November. At the intake interview it was noticed that she seemed to lack oral language skills in both English and Spanish. She had been to a few individual adult tutoring sessions in the Literacy Education Action program the previous year and her tutor had reported that she lacked the ability to spell one of her son's name. During the first few parent-child classes she sat almost completely silent. Then, during the pancake-making session, she participated with great animation. She had never before seen a wire wisk and she loved using it. It was as if this marked her beginning. All her inhibitions vanished. She, without hesitation, demanded help with spelling whatever she needed to write and when she jumped in on her own to write something and was successful, she announced to the whole class, *I did it. I spelled it out!*

Further importance of social context among the adults participating can be seen in a parent comment after the first class session. The parent said,

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[1] cticious names have been used throughout this handbook to protect the privacy of the participants.

I'm glad Connie was here. When I didn't know a word I would look at her and when she didn't know a word she would look at me. We had eye-e-e contact!

Another mother, early in the sessions, remarked, *I love the way you teach the classes. I like to do the activities with my daughter (age 6). I've never done things like this with her.*

Yet another mother remarked that she was a *better mother* as a result of the classes. She elaborated that her two children (ages 5 and 7) were now drawing pictures and leaving her written messages as a result of their participation in the literacy project.

One of the instructors noted in her log that one of the male volunteers working with the project seemed to be a positive role model for one of the fathers participating. The father had been extremely reserved during the first class sessions, but when the male volunteer joined the group and role-modeled participation in all areas of the lesson, the father began to participate as well.

On the other hand, probably the most devastating negative effect of social context upon literacy learning was the embarrassment factor. Several parents were so ashamed of their lack of literacy skills that they were absolutely unwilling -- perhaps unable -- to take the necessary risks involved in learning a new skill.

The most drastic example of this was seen in a mother of three. The woman was quite an articulate speaker of both Spanish and English. She seemed to be intelligently perceptive and was excellent at guiding her children through the "initial inquiry" part of the lessons. Yet, because of her complete lack of schooling and her awareness of the social stigma that goes along with illiteracy she had never attempted any involvement with written

language. The "fear of failure" syndrome carried over to her participation in the intergenerational literacy classes. She excelled during the "initial inquiry" and "learning activity" periods of the classes, but when the language experience approach activities were presented, this parent stared into space, looked away completely, or made comments such as, *I don't read.*

Another example of social context in a slightly different sense negatively affecting the lessons was the great number of intense personal problems which many of the adults were experiencing. No amount of innovative teaching or self-motivation could compete with a spouse's threats to kidnap the children or a hungry family's survival on exclusively potatoes for the ten days after the food stamps have run out.

The experiences demanded that we emphasize the following suggestions with respect to social context.

1) Instructors must have intense perception regarding feelings of participants.
2) Instructors must be aware of learning preferences of the participants and conduct the class accordingly (small groups with lots of privacy or large groups with lots of camaraderie.)
3) Instructors must give the adults many opportunities in which they can succeed--especially in the eyes of their children.
4) Instructors must provide access to general counseling services or a referral network of personal support services for participants.

The Unexpected

Many unexpected things occurred, but an issue with respect to adult learners and oral language seemed especially noteworthy to the project staff, as described below.

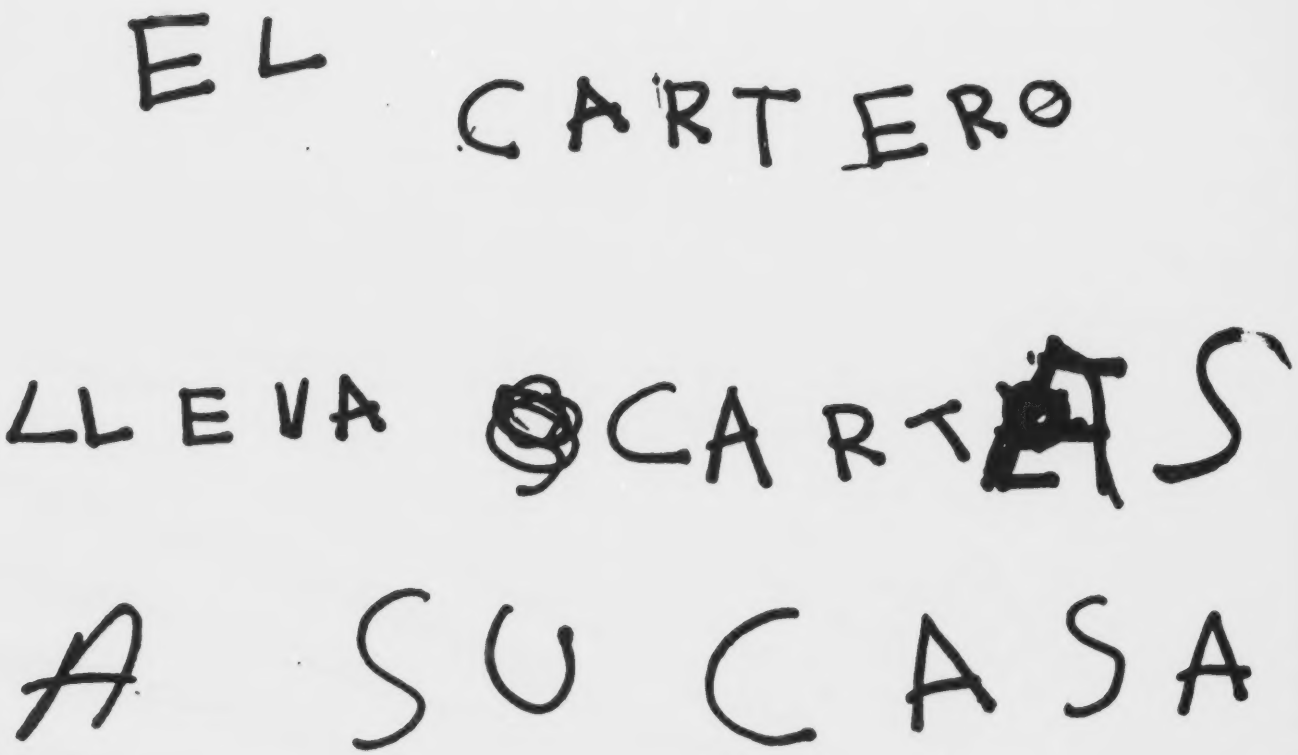
From a standpoint of early childhood education, the project designers were certain of the importance that oral language development plays in the whole literacy development process of the child. It was because of this importance that such a great emphasis was placed on oral language in the program -- it seemed imperative that the parents realize this importance if they were going to learn to help their children in and out of school.

What the project staff did not expect was the importance oral language seemed to have on the adults' learning. In both the classes for monolingual English speakers and the classes for limited English proficiency students, there were several levels of connections between the oral language and adults' evidence of literacy development.

As mentioned previously, in the area of social context, when a parent seemed to feel comfortable enough to take part in the conversations at the beginning of the class sessions, that parent had set an emotional climate of trust for herself or himself and seemed to be more willing to take the risks with written language in the language experience step of the lesson.

Furthermore, on a more complex level, when the adults were involved in the oral language part of the lesson and continued their conversations in the Learning Activity step, they seemed to understand the connections between oral language and written language. In other words, after a discussion about the importance of nutrition, and an activity that involved the comparing of

ingredient labels on canned food, the relevancy of this written language that bombards us at the supermarket made much more sense.



Evolution of the Bilingual Model

Initially, we set up four special tutoring groups of five parents each. The parents were assigned classes according to language dominance and ages of children: English-dominant parents with preschool-aged children; Spanish-dominant parents with preschool-aged children; English-dominant parents with primary-grade children; and Spanish-dominant parents with primary-grade children. However, the logistical reality of families juggling economic restraints, transportation difficulties, and family complications demanded that parents and children come to classes whenever they were able to. Several semesters found us offering 11 to 13 classes every week. Students were never turned away. Some parents and children had not wanted to--or were unable to because of time limitations--spend hours reaching a certain level in Spanish before they worked on English. Others wanted to perfect their Spanish skills before risking English development. Both groups improved their reading in both Spanish and English, as seen in their language experience stories, and both showed increased literacy behaviors (Quintero & Velarde, 1988). Thus, the project staff began to realize that the classes were just as effective with a varied student composition, perhaps because the instructional design allowed for a great deal of individualization and emphasized learner autonomy. In fact, it eventually became evident in the day-to-day drama of the classes that we were witnessing many of the recent research findings regarding language transfer (Krashen & Biber, 1988) and biliteracy development (Barrera, 1983) which state that knowledge about oral language, and the reading and writing processes transfer from the native language to the second language and that literacy learning can occur among bilinguals through the use of two languages.

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PART II

IMPLEMENTATION OF PROJECT FIEL

Project FIEL - A Title VII Demonstration Project

Two years after the pilot project was initiated, the college received three-year funding through the Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) to expand the project. Project FIEL (Family Initiative for English Literacy) was thus initiated in August of 1988 as a demonstration family literacy project for Limited English Proficient families. Project FIEL, Family Initiative for English Literacy, was designed as a result of the pilot project to provide participatory literacy and biliteracy development opportunities for families in El Paso's culturally and linguistically diverse community. The literacy groups offered a bilingual setting where parents and children worked together using a five-step instructional model which relies heavily on students' prior knowledge and sociocultural strengths.

The goals of Project FIEL were:

1) to enhance literacy and biliteracy development of the parents and children through a series of participatory intergenerational activities,

2) to provide information regarding the literacy development process in children to the parents and to provide a setting for the parents to utilize the information,

3) to enhance parents' self-confidence to contribute to their children's literacy development through participatory group interaction, and

4) to empower the participants to connect the literacy activities to their own social and cultural situations, thus encouraging their use of literacy for personal, family, and community purposes.

In Project FIEL, parents attended class with their pre-kinder, kinder, or first-grade children, once a week, to participate in the small group instruction. The curriculum, which is described below, emphasizes role modeling, classroom participation, home activities, and cultural and

linguistic reinforcement. This curriculum was implemented in 32 classrooms in seven schools in the El Paso area. The classes met after school and consisted of five to seven parents, their children, a teacher and an assistant. The classes were conducted in Spanish and/or English, depending on the proficiencies and demands of the families in each class.

I went. To The. PARK

Instructional Model

The FIEL curriculum consisted of a series of lessons written by the staff with constant input by the participating parents and children. Each lesson revolves around a theme and guides the groups through the five steps of the instructional model. The themes were selected because they were interesting to parents and young children and because they provided information for meaningful discussions in class and at home. The themes, for example, included Puppets (a popular art in Mexico), T.V.: Good or Bad?, Families (including the extended family and/or different family configurations), Parenting on the Frontera, Recipes and Health Food/Junk Food (including Mexican food and dishes), Music (Mexican and American), Holidays (Mexican and American), Heroes, Cotton (cotton fields surround two of our schools), the Library (where books are available in both Spanish and English), The School and You: Avenues for Advocacy and What's Worth Knowing? (see Appendix A1-A4 for samples) These themes are learner centered; they had value for the participants who used their cultural and linguistic background as a point of departure for personally relevant, meaningful literacy development. These themes were addressed through a flexible, five-step instructional model which is described below.

The five steps are:

* Initial Inquiry - an oral language activity which encourages group dialogue
* Learning Activity - a concrete, hands-on experience activity done in family teams
* Language Experience Approach Activity - a writing activity done in family teams
* Storybook Demonstration - storytime that encourages interaction

* Home Activity Suggestion - activities for the whole family to do at home

This curriculum is a confirmation of beliefs regarding effective and ethical ways literacy may be encouraged. Our beliefs on how a literacy curriculum should be developed are stated more eloquently by educators such as Freire and Macedo (1987) who write that "the command of reading and writing is achieved beginning with words and themes meaningful to the common experience of those becoming literate, and not with words and themes linked only to the experience of the educator" (p. 42). Similarly, Auerbach (1989) notes that if educators "define family literacy more broadly to include a range of activities and practices that are integrated into the fabric of daily life, the social context becomes a rich resource that can inform rather than impede learning" (p. 166). The potential of social context as a resource which informs literacy development is illustrated by a brief description of the FIEL instructional model.

Step 1. During the initial inquiry part of the lesson, the instructor introduces the theme and acts as a facilitator for a discussion of that theme among the families. The families expand on the theme and relate it to their particular background/experiences. A lesson on plants, for example, might lead to a discussion of the medicinal use of different plants and herbs within the families. The families use whatever language they prefer in discussions, in accordance with our perspective on the usefulness of code-switching (discussed below).

Step 2. This step, the learning activity, extends the oral language that has begun between the parents and children and helps the students connect oral language and real life activities, during this step, the classes are divided into family teams, and each family works on a hands-on project related to the

theme of the lesson. The parents, cooperatively with their children, draw, do cut-and-paste artwork, cook, plant seeds, or manipulate materials. The families, having differing developmental needs and interests, enjoy these activities because they can interpret them and use them as they wish. The families might plant seeds of different types, do classification activities with seeds, compare and contrast dried herbs with the same plant in living form, or prepare a "medicinal" form of a plant.

Step 3. This step is a language experience activity, a story-writing activity that develops naturally and personally in terms of interest and ability. During this step, the parent and child create a story based on the activities and conversations of the first two steps, while the instructor or assistant provides guidance as needed. The flexibility of this model allows all of the families to participate fully in this step, regardless of varying reading or writing abilities. We maintain that there is no correct way to do this activity. Directionality of knowledge transfer in family literacy and group situations is complex and dynamically effective (Auerbach, 1989). The family teams in Project FIEL have used many variations of the language experience activity. For example, if a preschool child makes a collage of seeds, he may simply label the seeds by their names, and the parent may write a sentence about the family's use of the plants. Or a preschool child may write a Valentine's message on a card she made with flower petals using invented spelling or scribble writing. Then the parent can request that the child read the message so that the parent can write her version using conventional writing on the back. Another alternative, depending on the child's interests, might be to dictate a story which the parent then writes for him being careful not to change or correct any of the wording. An older

child might wish to write a story about his family garden (e.g., a description of the project and experience the family had planting and cultivating). When a parent is unable to write, a child or the instructor might help the parent while the parent dictates the story.

Again, the language for this activity can be Spanish or English. Sometimes the parents and children prefer to write the language experience activity in Spanish first and then attempt to write a version in English; sometimes the parents dictate the story in Spanish and the children write an English version. Both languages have been used within a single story in some cases.

Step 4. This step is the storybook demonstration. Following the language experience activity, the instructor models reading to the whole group while she reads a story or other material (e.g., posters, and article from a children's newsletter, the lyrics to a song, a poem) that relates to the theme of the class. This component allows the teacher to model for the parent how to appropriately allow the children to interrupt the reading and to discuss and to encourage the children to relate the reading to their own experiences. The storybook or other reading is done in English or Spanish. An instructor may, for example, read the text of a book in English but also paraphrase the story in Spanish as she reads in order to make sure that everybody understands.

Step 5. The last step is the home activity. Before the participants leave the class, the instructor suggests activities for them to do at home with their children. Suggestions are made for individual family members or the family as a whole. One example of the multicultural perspective the children bring to the assignments, as well as the connection between the

classroom and real life, was evident in a home assignment that the children made for a class on food. During the class the children had elected to make trail mix and "octopus bubbles," a fruit juice/club soda mixture. They were then asked to make a favorite recipe as their home activity. The next week some of the children talked about the licuados, a Mexican version of American fruit smoothees and other Mexican dishes they had made. They brought samples to class that everyone enjoyed during that lesson as the families created their own warm, intimate atmosphere of a mini Mexican feast within the classroom.

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Project Design Rationale

The design of Project FIEL has two underlying premises, both of which are solidly grounded on past research in the field of literacy and language acquisition. These premises are parent involvement and its effect on children's success in school and the holistic approach to the acquisition of literacy skills, the latter of which emphasizes the importance of the social context and learner autonomy in the language learning process. Both of these issues played a significant role in Project FIEL and its success.

While educators have known for a long time that parent involvement is a contributing factor to a child's educational success, it is only recently that the impact of parent's involvement in their children's education has been documented. (Careaga, 1988; Sandoval, 1986; Simich-Dudgeon, 1987; Taylor, 1983; Wells, 1986). The positive effects of parent involvement, furthermore, are so far reaching that they extend across social lines, as was evident in Epstein's work where she concluded that "parental encouragement, activities and interest at home, and parental participation in schools and classroom positively influence achievement, even after the students ability and family socio-economic status are taken into account." (Epstein, J.L. as cited in Simich-Dudgeon, 1987).

This research suggests that parent involvement projects are successful not only because they provide more one-on-one attention for the student and a social context for learning but also because of the intergenerational aspect; that is, the cycle of literacy/illiteracy is intergenerational. Research (Sticht & McDonald 1989) has shown that parents with low levels of literacy or no literacy skills also tend to have children fall behind in school and later drop out or remain only marginally literate as adults. On the other hand,

parents who are literate tend to transfer the cognitive skills to their children which they need to be successful in school. Moreover, studies also show that it is the very early years--about the first six years of a child's life that are critical for later success in school. The preschool years are especially important because that is when their intelligence is developing; that is when the experiences which they have or don't have will have the greatest impact on their literacy skills. (Sticht & McDonald, 1989).

Project FIEL embraces the theoretical perspectives of much of the parent involvement research, yet differs from expert opinion in certain aspects of theory and design. For example, Project FIEL defines literacy as follows:

> **Literacy is a process of constructing and critically using language (oral and written) as a means of expression, interpretation and/or transformation of our lives and the lives of those around us. That is to say, literacy begins as a process whereby children and adults acquire oral and written language skills that can be used for on-going, generative critical living.**

Thus, a parent can be quite literate and quite capable of passing on useful education to her child even if that parent lacks formal reading and writing skills or formal schooling. It has been the experience of the FIEL staff that when parents are provided with critically relevant educational information and encouragement to make connections between what is already being done in terms of positive parenting to other areas of education, the skills are not extremely difficult to acquire.

How is parent involvement in Project FIEL different from other parent involvement projects? First, Project FIEL as described above, is a literacy class for parents and their children. Thus, parent involvement is an integral part of the project--it is at the core of the design of the project, as opposed to being a "side effect" or a peripheral part of the project. The parents in Project FIEL are students; they participate in the lessons and do

the homework just as the children do. What is even more significant, however, is that the parents are actually working together with their children during the program. They sit next to each other throughout the lessons as they discuss, draw, write, listen to stories, and do a myriad of other activities. This is in contrast to other programs where, for example, the parents attend literacy classes in one room while the children listen to stories in another, or where the children attend classes during the day and the parents meet only during the last segment of the day or in the evening. A cooperative, enthusiastic learning environment is thus created by having the children work together and with their parents. Also, as parent and child work together, they help each other. However, while the child may, for example, offer ideas to the parent for a particular drawing, it is more often the child who asks for help from the parent than the reverse. This is significant, particularly in light of the fact that we are working with Latino LEPs in this project. It is significant because the parents, despite the fact that they are put in a learning situation with their children, still have the opportunity to maintain themselves as role models or authority figures for their children. That is, even though both parents and children are in a learning situation, the children still look up to their parents as they ask, for example, "How do you write banana?" or "Did I do this right?" or "Can you draw a circle for me?" or "Will you write fireman for me?" This opportunity for the parent to participate as a role model while at the same time working cooperatively with the child, we feel, has also been of great importance to the success of the project. Parents, particularly Latino parents, it seems do not like to be thrust into a position where they are no longer allowed or no longer can for whatever reason, exercise what they view as parental authority over their

child. Project FIEL, by placing the children together with their parents puts the la ter in a position where they can maintain their authority figures and at the same time give literacy direction to their children. The parents like that, and they participate enthusiastically.

There is another important facet of Project FIEL which was mentioned above--the holistic approach to the acquisition of literacy skills. Much has been written recently about learning language holistically, within a natural social context, as opposed to breaking it down into segments which are unnatural. (Bissex, 1984; Bruner, 1984; Ferreiro & Teberosky, 1985; Goodman, 1986; Harste, Woodward, Burke, 1984; Manning, Manning & Kamii, 1988; and Smith, 1984).

The holistic approach to language learning, within a social context, is considered by many as the best way to teach children how to read and write and develop their oral language. The curriculum in Project FIEL uses whole language as the children are introduced to and talk about a particular theme, do a hands on project related to the theme, and write and listen to a story about it. Language experience is used individually as the children each decide what "stories" they want to write on their work, or what they want to say and then go back and read it. (The parent, teacher or assistant helps the child write when the child is unwilling to do so and also helps the child read the writing when help is needed). Thus, the child is dealing with the text which is not only whole, but personally meaningful. This holistic approach to literacy, within a social context, is in sum, a very significant and effective feature of Project FIEL.

This leads to another important issue which has also come into play in the program and has solidified our conviction that "whole language" may in

fact be "whole languages". This issue is one which has been of major interest to bilingual educators and others involved in the education of bilingual children--code-switching. By code-switching we mean alternation of codes (in our case between English and Spanish) within or between utterances. [2] While code-switching was stigmatized in the past, it has recently been recognized as a style of speech which carries sociolinguistic significance as does any other style of speech. Some of the research on code-switching, furthermore, indicates that a speaker who code-switches is certainly not alingual as was commonly thought in the past, but rather is one who has learned the structure of the two codes well enough to be able to alternate between them without violating the grammatical rules of either language (Huerta, 1980; Poplack, 1981; Poplack & Sankoff, 1980). Others have noted that there is indeed a code-switching grammar which speakers follow intuitively when they code-switch (Pfaff, 1976, 1979). And, more recently, educators have studied code-switching in the classroom and have found it to be a viable teaching and communicative strategy which can enhance learning among bilingual students (Aguirre, 1988; Jacobson, 1985; Olmedo-Williams, 1983; Tukinoff, 1985; Zentella, 1981).

We at Project FIEL allowed code-switching in our literacy classes and in so doing we felt we made a significant and positive step towards our goal of teaching literacy behaviors to our students (parents and children). We were not advocating the use of code-switching in the classroom; however, when our students used it we accepted it as the form of communication which they were most comfortable with. The rationale for our position on this was that 1)

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[2] Definitions for code-switching will vary across the literature; our definition may correspond to what others call code-shifting, code alternation, language alternation or language mixing.

1) The goal of Project FIEL was to develop literacy--be it in one or two languages (biliteracy); 2) code-switching is a legitimate form of communication; 3) code-switching allowed our students to express their thoughts and ideas more precisely, it allowed them to say just what they wanted to or how they want to; 4) code-switching made them feel comfortable and raised their self-esteem (certainly important if we wanted to be able to keep them and keep our communication channels open with them) and last but certainly not least 5) we have found no evidence in the literature to state that code-switching prevents or inhibits the development of either literacy or biliteracy (i.e., the development of either English or Spanish or both).

We believe furthermore, that code-switching is developmental; it is an inevitable phase in the process of becoming bilingual and its use can contribute to the development of biliteracy in children. The development of biliteracy among bilingual children, furthermore, is supported in the literature (Gallegos & Franco, 1985; Garcia,1982). Goodman, Goodman, and Flores (1984) report that children can learn oral and written language simultaneously and Barrera (1983) maintains that this is true in two languages as well. The process of biliteracy development is an important part of the whole language development process which flourishes in the social context of each bilingual child's everyday life. Goodman, Goodman and Flores (1984) state that "motivation for biliteracy must be built on the base of personal and social language functions" (p.35). They lament, furthermore, that many bilingual programs have been overly concerned for form without function and have made the kids adapt to the curriculum rather than adapting the curriculum to the kids (p.36). Project FIEL adapted the curriculum to the participants in a holistic manner which addresses both form and function.

Implementation of the Model

The FIEL curriculum was implemented in many different classrooms each project year. At the time of heaviest implementation, we were implementing 32 classes a semester. Most schools had three or four classes being offered at once. The teachers were required to use all five steps of the instructional model. We suggested that the teachers at one school choose (with input from their parents) the same theme to present on the same class day so that they could help and support each other with materials and ideas. Other than these two requirements the teachers were encouraged STRONGLY to interpret the lessons personally according to their own teaching style and ESPECIALLY to the needs and interests of the individual families in their classes.

For example, one teacher had an extremely comfortable rapport with the families. He took notice of each family's situation on many levels; he knew about other family members that the kids had talked about, he remembered what problem the parent had worried about the previous week, he remembered what each kids' favorite food was, etc. Yet, at the first teacher development session when we were explaining the importance of a relaxed informal atmosphere to encourage lots of conversation among the participants, he asked, "Can't I require the students--especially the children--to raise their hands to ask permission to speak? I'm so used to that. I can't imagine not doing it. My kids are used to it, too." Already perceiving that this was a truly sensitive teacher, respectful of his learners and the social context of each situation, the FIEL staff responded: "If you can use this formality without inhibiting the motivation or the comfort of the students....it's okay. If it becomes obvious that this procedure inhibits them we will suggest that you stop." Not one observation of one class of this teacher showed that this

procedure was a problem. It was simply part of his organizational style and every student knew instinctively and otherwise that this teacher sincerely cared for him/her and encouraged participation.

In addition, some teachers seemed to thrive on the whole group steps of the curriculum and dwelled a bit longer on those sections. Others were more comfortable facilitating the individual family teams. The noise level in some classes was LOUD, with total comfort of participants. Other classes were more quiet in terms of noise level, but close observation revealed participation on many multi-directional levels.

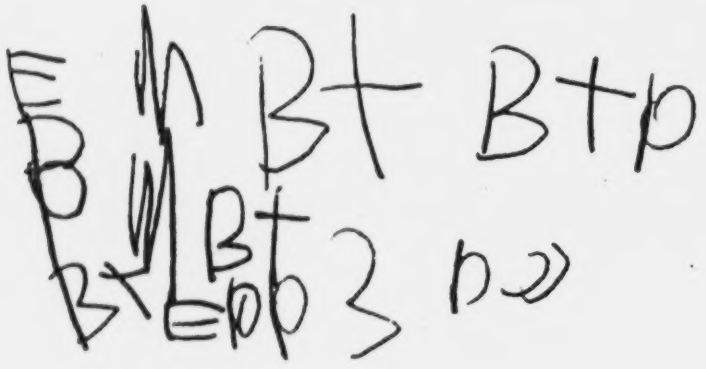
Of course, each teacher's interpretation of the curriculum and teaching style were only a part of the total picture. The chemistry of each individual--adult and child--and of each collective class group affected the classes on an instructional level as well as on a social context level. As is probably obvious due to the philosophy and goals of the project, the FIEL staff did not treat instructional issues as separate from social context issues. Thus, if a parent insisted on "correcting" her child's developmental writing in spite of the teacher and other staff members assurance that the child's writing was as great example of her progression through a developmental process, this was an instructional issue because of the staff's responsibility to pass on information regarding other more appropriate interactions for the parent to have with her daughter to enhance literacy development. Yet, this was also a web of social context issues on many levels. There was the issue of the child's self-concept to worry about if her mother continued to be dissatisfied with her work. There was the issue of the staff's conviction not to ever undermine the parental authority of each parent--especially taking care not to embarrass the parent in front of the

child. There was also the issue of the teacher feeling either crazy or simply ignored, because the parent did not take her advice after many repetitions.

Other more general examples of this class "chemistry" were situations in which the teachers felt the parents were too inactive. Were they bored? Were they not getting it? Did they not understand the importance of what they were doing? In other classes, the teachers worried because the parents were too "pushy" and seemed often inclined to take over the project or story they were supposed to do with their child. There were some parents who wanted the classes to be given in English, when neither they nor their children understood very much English. There were some parents who insisted that they did not read or write. There were extra brothers and sisters popping in and out of the classroom. Some of these siblings added positively to the family and classroom dynamics. Some of these siblings bothered everyone involved.

Thus, the classes were dynamic and different in every instance and on every day. As will be mentioned in the teacher development section, only a teacher-intellectual could handle the demands the situations presented. Yet, of course, even with our wonderful intellectuals, there were always more questions than answers. And each question seemed to generate an infinite number of additional questions. Consequently, the hour long weekly debriefing sessions which were held immediately after each class were invaluable. Questions were posed, issues debated, observations made, examples given and "dark nights of the soul" addressed. Sometimes the sessions seemed to "fix" everything. Often they seemed only to generate more frustrating questions. Regardless, they provided a short time for tangible and intangible mutual support for professionals who themselves were in a developmental process.

The debriefing time was used as a rap/brainstorming session where the teachers and core staff exchanged comments, questions, and suggestions on the lessons (see Appendix B1-B4 for sample debriefing notes and memos). Information was shared with respect to the activities for a past or upcoming lesson, with respect to theory, and with respect to particular situations which arose with the various families. It was thus a time of learning for all involved. The debriefings, furthermore, proved to be critical with respect to the appropriate implementation of the curriculum for it was not until the teachers actually faced the different classroom situations that questions arose. The timing for the debriefings (immediately after the classes) also proved to work quite well, as the different activities, participants and situations were still on the teachers' minds and the teachers were anxious to discuss them and receive some ideas or clarifications.



Curriculum Evolution...Developmental Changes...Adjustments!

During the second project year we made a conscious effort to really revise our evolving curriculum to reflect the needs and interests of the families. We had become confident that we were successfully demonstrating to parents ways to enhance their children's literacy experiences through our instructional model, but we felt we needed to give more attention to Project Goal #4. We wanted to provide opportunities that would empower parents and children to connect the literacy activities to their everyday lives of needs, hopes, frustrations and joys. Thus, we talked to literally every parent in the project to get suggestions for additions and changes.

A letter from the FIEL director to the instructional staff documents the beginnings of these attempts. (See Appendix C1) We talked, contemplated, then wrote more lessons which are examples of our after-parent-discussion efforts. (See Appendix C2-C5 for sample lessons)

The philosophical and theoretical assumptions of Project FIEL support participatory addressing of issues by all students. The instructional model allows a great deal of flexibility, individualization and attention to learner autonomy. In other words, a lesson about "What's Worth Knowing?" could be addressed by both adult learners and child learners. Furthermore, considering the premise that it is advantageous to be in a family--in a community of learners--for optimum development, this opportunity for multifaceted, multidirectional learning is priceless. The parents agreed. The children loved it (discussing the effectiveness of a school rule with adults present!). Some of the teachers were intrigued. Some were distressed.

Some teachers had difficulty--more with the practice rather than the theory of our changes. They felt they couldn't orchestrate both groups of

learners (parents and children) around themes of such profound meaning. A memo written by the project director and coordinator points to some of the issues raised by the teachers with respect to these curriculum themes. (See Appendix C6)

Hero

Save
save.
soldier

Recruitment

Our experiences with Project FIEL have demonstrated that three issues must be stressed concerning recruitment.

Recruitment of families is always a bigger, more time consuming job than is ever anticipated. First, we found that recruitment is on-going. It must be done virtually every day. Secondly, information, both about time and place and what the classes will consist of, must be repeated often. Thirdly, attention to social context--the cultural and familial values of the participants and their hopes and fears--is probably the most important ingredient of recruitment.

A common misconception is that recruitment is necessary at the beginning of the project and then it's done! Our experience has been that, of course, recruitment efforts must be done full-force at the beginning of the project. Yet, retention suffers if the recruiting is not done weekly (or daily) at each site. Families come and go and sometimes return as a result of employment changes, illness, family crises, etc. New families must be advised of openings in classes due to another family's exit. Returning families must be reminded of class schedules and assured that they are in fact, re-invited to join.

Depending upon the size of the project, it is imperative to budget enough of one staff member's time to spear-head recruitment. Furthermore, we suggest writing in recruitment responsibilities into each teacher and assistant's job responsibilities at each school. The school personnel at each site see the families on a regular basis thus the parents are present to approach in person. Additionally, the parents build a rapport and sense of trust with local personnel faster than with "outside" staff.

We distributed information initially to recruit families in two different ways. In most sites we requested permission from the school administrations to hold an introductory parent meeting. Prior to this meeting we met with administrators and faculty in each school to explain our project. We alerted everyone that our recruitment efforts were beginning, and we stressed that we needed help to insure that the families for whom the need is greatest would receive the information. Then we printed very simple fliers and invitations announcing the meeting. (see Appendix D1-D4)
Then, at the meetings a brief explanation of both the purpose of the project and the type of activities done in the classes was given. A brief rationale was also given to the parents for the different steps in the model in order that they would understand the significance of the activities with respect to literacy development.

During the entire process of recruitment, the informal daily individual conversations and the group meetings, it is absolutely necessary to be sensitive to the potential families. This sensitivity takes both tangible and intangible forms. The tangible guidelines are logical and relatively easy to do:

1) Speak to and communicate in written form to the families in their home language.
2) Repeat your invitations several times. In some societies, an invitation is not considered sincere or serious until it is repeated two or three times.
3) Keep written documentation of families contacted and try to learn the names!

The intangible sensitivity is more difficult:

1) Observe body language. If the parents always greet you with a handshake, reciprocate. If the parents stand back a distance from you when you are having a conversation, respect their lead and do not intrude. If you observe tense gestures or other physical signs of nervousness, keep observing and try to note what happens to cease this tenseness (Nine times out of ten, when the parent begins to interact with her/his child, the tension disappears.)

2) Remember something about each parent you talk with and at your next encounter inquire about that. "How is your grandmother feeling this week?" or "Did you have any luck talking with the Housing Authority?" Remembering sends the message that you care and are sincere. This, of course, enhances trust.

3) ALWAYS remember that the parent is the authority of their family and respect that authority and ALWAYS remember that each parent comes to the learning situation with a wealth of knowledge (whether from formal education or more often from living a life of varying degrees of difficulty and joy).

Teacher Development

Teacher development in the project was a continual process. FIEL teachers were asked to attend a seven hour workshop session prior to teaching their first class. In addition, teachers met one hour a week after each class throughout the sessions to discuss instructional and related issues. These "debriefings" , which provided an opportunity for exchange of ideas, questions, and comments among teachers, assistants and core staff, remained constant in form throughout the project.

The more intensive sessions at the beginning of each session, however, changed significantly during the formative evaluation stages of the project. The changes are described as follows.

The initial workshop sessions in Year 1 were held at each site where classes were to be taught. Teachers from that particular school attended 7 hours of inservice at whatever time and on whatever days were convenient for all to meet. At one school, for example, they met during their lunch time. At another school they met after school. Emphasis in instruction was placed on the theoretical framework for the 5-step FIEL model. The rationale was provided for each step as the FIEL core staff discussed the pertinent literature in the areas of early childhood education, bilingual education, the reading and writing processes, linguistics and ESL. A smaller portion of time was spent on the practical aspects of implementation of the model in the classroom. The reason for this was that the core staff felt that the activities themselves would not be new to the teachers--all of whom were kindergarten teachers--who probably did at least some of the activities (e.g., storybook reading, art projects) in the model on a daily basis as part of their regular school curriculum.

The content and format for the training was changed for the following year as a result of feedback from the teachers trained in Year 1 who repeatedly made two suggestions: 1) provide more inservice on the actual implementation of the model, and 2) do the workshops in the summer before the school year begins (see Appendix E1-E2). Much to our surprise, the teachers wanted more information on just what to do in the classroom and they also wanted to receive this information before they were burdened with all their regular inservice and other teaching duties at the beginning of school. These two changes were incorporated into the workshop sessions for year 2.

First, the workshop was scheduled in late August when the teachers from all the different sites were available for three consecutive mornings. Having a single workshop session proved to be a wise decision in that 1) it took less staff time than going around to each site to do the workshop 2) it allowed all of the FIEL teachers to meet each other 3) the group was generally more relaxed as school inservice had not started yet. The other significant change that was made was that much more time was spent on the actual classroom implementation of the model. Teachers not only watched several videotape segments of actual classes, they also role-played portions of the lessons. More discussion time was spent on the curriculum lessons. Finally, a small amount of time was spent on the theoretical framework for the model. The FIEL core staff essentially introduced each step with a very brief (5 - 10 minutes) overview of research pertaining to that particular step. Much positive feedback was received from the teachers who participated in these workshop sessions; they often stated that the videos had been especially helpful in their understanding the model.

Only one teacher development session was held in Year 3 as classes were only offered in the fall of that year. The training session essentially followed the same pattern as in Year 2, with additional time being spent on an overview and discussion of the new curriculum lessons which were written for that year.

Parent Groups

In addition to the family literacy classes of Project FIEL, at the request of participating parents, critical literacy parent groups or "pláticas" were established at two schools (see appendix H1-H3). The parents met together (the hour prior to the family literacy classes) to discuss

1) Parenting knowledge and skills
2) Career exploration and decision-making
3) Knowledge of support service resources and
4) Employment acquisition and retention skills

The curriculum for these groups followed a problem-posing methodology as described by Wallerstein (1987) in her discussion of Freire's work. This methodology, which involves listening, dialogue and action, has been integrated with the five-step model described above. The activities in the class, therefore, involve listening, discussion, learning activities through action, writing, reading and a home activity which most often involves an extension or application of what was discussed in the literacy group. Thus, critical literacy is brought about through content in the four areas listed above using integrated methodologies.

Ongoing Evaluation

Ongoing evaluation was an integral part of the design of Project FIEL. The core staff felt this was essential in order to respond effectively to the families at the different sites and even within each classroom, for they all were unique with respect to their individual backgrounds and personal situations and as such instructional methodologies and techniques could not be generalized. The system of ongoing evaluation was multi-faceted in that it consisted of several components employing naturalistic forms of data collection.

1) Participant observations by the teachers
2) Non-participant observations by core staff
3) Videotapes of the classes
4) Debriefings
5) Work samples
6) Teacher journals

All of the above, except for the teacher journals, were implemented from the beginning of the project until the end. The teacher journals were begun in Year 3 as an attempt to encourage and provide the teachers with an opportunity to freely comment on different aspects of the program as well as on their own development whenever they had the time or inclination to do so. A description of each of these evaluation components follows.

Participant observations were done by each teacher, often with the help of an assistant, immediately after each class. This was done by filling out a simple form (see Appendix F1) which asked for objective as well as nonobjective information on the class which the individual teacher had just taught. The form asked for the following objective information:

1) A brief summary of some of the things discussed in step 1.

2) A brief description of the learning activity done in step 2.

3) What the children were asked to write about in the language experience activity in step 3

4) The title of the storybook read in step 4

5) The suggested home activities for step 5

6) Names of families who attended and who were absent

7) Any comments made by the parents with respect to any aspect of the class or the program as a whole.

In addition, the teachers were also asked to provide their perspectives on the class or on the families--individually or as a group. Comments received on these forms were varied; the teachers knew that any and all comments, questions or ideas were always welcome. Some teachers wrote about the appropriateness or inappropriateness of some of the activities suggested in the lessons for their families, about the response from particular families or students to the different activities, about difficulties or ease of implementation of that particular lesson, and/or about personal situations which the families had communicated to them. All of this information thus helped us get a holistic evaluation of each lesson taught from the teacher's point of view.

Non-participant observations were also done by the FIEL core staff as they circulated between the classrooms at each particular site as the lessons were going on (See Appendix F2 for Sample Form). An attempt was made to rotate between classrooms on a weekly basis so that each class would be observed about an equal number of times by the two or sometimes three members of the core staff that were available to observe that particular week.

Particular attention was paid to the individual families as they interacted during the different steps of the lesson. Teachers were reassured that these "visits" by the core staff were not for the purpose of evaluating them, but rather to get a first-hand look at the students as they progressed through the 12-week sessions in an effort to note any significant changes with respect to literacy behaviors, patterns of interaction, etc.

Each class was also videotaped on a rotating basis at each site. A hand-held camcorder was used in order to provide the person filming with the flexibility of moving around the room as needed and focusing on individual students or on the group when something of particular interest was observed. While the camera was distracting to the children at first, they seemed to be oblivious to it after the first two or three classes. An opportunity was given them, however, during the first class to take a close look at the camera while they listened to a simple explanation of how it worked and why they were being filmed. These videotapes were later observed and portions of them were transcribed as case studies were done on selected families at each site. The visual and oral information which they provided was of immense help in evaluating the impact of the classes on the participating families.

Work samples were also collected from each class from step 2 and step 5 when possible (occasionally the students understandably wanted to keep their work). These work portfolios from each child provided additional information as to their emergent literacy development as the classes progressed.

Finally, teacher journals were collected in Year 3. A suggested format was provided to each teacher from Ayers, The Good Preschool Teacher; for making entries on different topics. (see Appendix F3) The teachers, for the most part, wrote in them once a week. While some made very brief entries

relating strictly to the class instruction, others provided more in-depth information on topics ranging from their own personal development, to their philosophy of teaching, to their reactions to some of the families and their personal situations. Thus, the journals proved to be a source of rich information for evaluation of the project as a whole.

Final Evaluation

Introduction

The previously discussed on-going evaluation yielded much qualitative data for the final evaluation. The data was categorized into sections to provide evidence of accomplishment of each of the project goals.[3]

Goal 1: To enhance the literacy and biliteracy development of parents and children through a series of participatory intergenerational activities.

This goal was fulfilled in two major ways: by modeling literacy behaviors via the implementation of the curriculum as designed by the coordinators and by the participatory activities (including class attendance and home assignment completion) of the families. These are explained below.

Each lesson in the curriculum is designed around a 5-step model which includes an 1) an initial inquiry 2) a learning activity 3) language experience 4) storybook reading demonstration and 5) a home activity. All FIEL teachers attended teacher development sessions regarding this model prior to the implementation of any classes. Ongoing observations were conducted in every class on a rotating basis to help with and insure the proper implementation of the instructional model.

In addition, each teacher completed a class report immediately following every class. This report required a

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[3]We are grateful to the assistance provided for our evaluation design from Dr. Cecilia Navarrette from EAC West of the University of New Mexico in Albuquerque.

brief description of all of the classroom activities, as they had been implemented the hour before, step by step (see Appendix F1). The report thus provided a validity check on the implementation of each lesson. They furthermore, showed that the instructors were implementating the curriculum as designed. Step 4 (storybook reading) or Step 3 (language experience) was occasionally ommitted. However, this was always due to a lack of time which usually occurred when the families wanted to spend more time on another activity in order to finish it or simply because they were enjoying the conversation during the initial inquiry and wanted to spend more time talking. Usually, all of the other steps were consistently implemented.

Teacher development sessions were held prior to the beginning of each 12-week session. During the approximately seven hours of initial training, the teachers were exposed to theory as well as practicum with respect to the curriculum. These teacher development sessions were revised and adapted to fit the needs of the teachers (as per their feedback). Thus, no two sessions were alike. Evaluation forms (see Appendix E) on the training were filled out as of Year 2 (feedback was oral and informal prior to that) and they were generally positive. Comments on the content, for example, were "informative," "well presented," and "meaningful." The teachers were also candid about the shortcomings of the training. When asked about improvements in the content they commented, "Scheduling more time to explain paperwork and more time to view the films,"

"Allowing time for role play," and "maybe a little bit more organizing." The staff considered all of their comments so that the last development session in Year 3 evolved to be very different from the first training session in Year 1. These teacher development workshops proved to be a very valuable learning experience for all involved. Of significance, however, was that all of the teachers reported understanding the model and how to implement it.

Additional development time was however provided throughout the project for an hour a week, immediately after the classes at each school. These were called "debriefings". The debriefing time was used as a rap/brainstorming session where the teachers and core staff exchanged comments, questions, and suggestions on the lessons. Information was shared with respect to the activities for a past or upcoming lesson, with respect to theory, and with respect to particular situations which arose with the various families. It was thus a time of learning for all involved. The debriefings, furthermore, proved to be critical with respect to the appropriate iplementation of the curriculum, for it was not until the teachers actually faced the different classroom situations that questions arose. The timing for the debriefings (immediately after the classes) also proved to work quite well, as the different activities, participants and situations were still on the teachers' minds and the teachers were anxious to discuss them and receive some ideas or clarifications.

Another facet of the data collection with respect to appropriate implementation of the curriculum were the evaluations which were done on every teacher during Year 2. These evaluations, which were written by the core staff, delineated the particular strengths and weaknesses of each instructor with respect to the FIEL classes. The specific content of each evaluation was as follows: 1) teacher's background 2) teacher's implementation of each of the 5 steps in the model 3) teacher's communication skills in the classroom 4) teacher's understanding of concepts underlying the model and 5) a conclusion on the effectiveness of the teacher with respect to the FIEL classes.

The issues brought up in these evaluations were discussed as a group during the debriefings. Certain issues were individually and privately discussed with the instructors when the coordinators observed that these issues or problems continued in the particular instructor's classroom with no improvement over one or two week's time.

A FIEL newsletter (see Appendix G1-G3) was also distributed to the instructors on a monthly basis as an additional form of development. These newsletters provided additional information with respect to activities and other issues arising from the classes. Teachers were also invited to share information via these newsletters with other teachers participating in the project.

The participatory activities on the part of the families was the second major way in which their literacy and biliteracy was enhanced. Class attendance was the major participatory activity as this and involved the families in literacy development activities simply by virtue of their being present. A second major way in which their literacy and biliteracy was enhanced was through completion of the home assignments, all of which were designed to develop literacy. The home assignment completion was also significant because it demonstrated parental involvement in helping their children acquire literacy within the home--truly the most significant goal of the project. Figures are reported for these activities in the tables which follow.

Project FIEL

Service Hours to Participating Families*

	Year 1	Year 2			Year 3
School	Session 1	Session 2	Session 3	Session 4	
Capistr.	242	113	119	--	
San Eli.	145	150	112	93	
Ysleta P-K.	120	--	--	--	
Hart	--	145	146	160	
Escontrias	--	--	127	152	
Crockett	--	148	138	264	
Canutillo	--	--	143	102	
Ysleta E.	--	--	--	134	
Davenport	--	--	--	63	
TOTAL	507	556	785	968	

Total Project Service Hours Provided to Participating Families: 2,816

* A "--" indicates a school was not participating that session.

Project FIEL

Home Assignment Completion*

School	Year 1 Session 1	Year 2 Session 2	Year 2 Session 3	Year 3 Session 4
Capistr.	na	49%	56%	--
San Eli.	na	66%	49%	16%
Ysleta P-K.	na	--	--	--
Hart	--	83%	73%	56%
Escontr.	--	--	64%	38%
Crockett	--	77%	82%	45%
Canutillo	--	--	61%	60%
Ysleta E.	--	--	--	34%
Davenport	--	--	--	54%
TOTAL		69%	64%	43%

* Based on all of those families who attended at least 4 classes. The average was taken on the number of completed assignments for each class attended by each family with averages reported for each school. A "--" indicates a school was not participating that session.

Homework Completion*

Capistr.	na	41%	56%	--
San Eli.	na	64%	46%	10%
Ysleta P-K	na	--	--	--
Hart	--	74%	72%	50%
Escontr.	--	--	62%	27%
Crockett	--	69%	73%	41%
Canutillo	--	--	55%	63%
Ysleta E.	--	--	--	33%
Davenport	--	--	--	53%
TOTAL	62%	61%	40%	

* Based on all of those families who attended at least 2 classes.

Goal 2: To provide information regarding the literacy development process in children to the parents and to provide a setting for the parents to utilize the information.

Information on literacy development was provided to the parents participating in the project through five ways:

1. Pre-program orientation meetings
2. Oral information during the classes
3. Parent discussion groups
4. Parent information series
5. Parent referrals

Each of these is elaborated in the following.

Program orientation meetings were held at each school prior to the start of each 12-week session. The parents received information during these meetings on the following subjects:

1. The importance of developing oral language for literacy development.
2. The role of learning play activities in literacy development.
3. Using language experience with children as an aid to literacy development.
4. The reading process and its role in literacy development.
5. Parent involvement in their children's education.

The purpose of these meetings was to educate the parents on how children develop literacy and to describe and explain the "why" of those activities which were being done in the classes and which they were asked to do at home. The staff felt that

these meetings were crucial in helping the parents understand the importance of the classroom activities for their children's education.

Information on children's literacy development was also passed on to the parents throughout the classes. This was done orally and informally as the families worked on the various activities. The instructor, whose role was to facilitate rather than "teach", walked around during each lesson distributing materials as well as encouraging, helping and conversing with the parents and children as they worked. The opportunity was taken whenever possible to talk to the parents at this time about the most appropriate ways to help their children with their literacy development. During the language experience, for example, some parents were trying to get their children to write "correctly" by using almost perfect letter shapes, writing in a straight line, using correct spelling, etc. The instructor would then approach the individual family where she noted this was happening and would very tactfully make a comment to the parent and/or the child that encouraged emergent literacy. The instructor might say, for example, "Hector, how wonderful! Can you read to me what you wrote?" or "Can you finish this for me, I know you can do it by yourself, I know you can write". To the parent the instructor might say, "Don't worry that Liliana's writing isn't on the line. I know she's going to get to that with time. She's writing a story now. I think Liliana should finish her story because we all

want to listen to her read it to us, right?" Using this conversational approach, the parents received added and constant information on specific and different aspects of literacy development as they were interacting with their children. Parents would at times also stay after the class to talk to the instructor, assistant and/or project coordinators about additional issues regarding their children's development which they needed help with or had questions about. Likewise, some parents would come early and use that opportunity to discuss particular problems/concerns they had about their children's schooling. The informality of these situations appeared to ecourage the parents to solicit help from the staff.

Parent discussion groups were started at two of the schools at the request of the parents. (FIEL, unfortunately, did not have the resources to implement these at all seven schools.) The parents often requested information in areas that were beyond the scope of the project and times often not within the expertise of the staff. The parents, for example, asked for information on issues such as discipline, stress management, time management, child support payments, coping with teen-agers, and nutrition. The staff, therefore, invited speakers from the community to talk to the parents on the various issues and to hold an ensuing discussion where the parents all had the opportunity of asking questions, making comments, and/or offering suggestions from personal experience. Readings on the

various topics were also passed out to the parents during these discussion groups so that they could obtain additional information and keep it at home. These discussion groups were successful, particularly at one of the schools where they were continued through the spring semester of 1991, even though the FIEL staff was no longer holding the family literacy classes at that time. (See appendix H1-H3)

Information on requested topics was passed out in written form to all the participating families at every school. This information was in the form of handouts containing articles from many different sources--newspapers, journals, parenting magazines, counseling centers, and pamphlets published by various agencies. The distribution of these readings was coordinated, whenever possible, with the theme of the lesson for that week. During the lesson on health food/junk food, for example, the parents received extensive information on the four food groups, on dieting, on lean or "light" cooking, on healthy eating habits for adults and children, on the vitamin/mineral content of various foods, and on the role of fiber in the diet. During a lesson on household chores the parents were provided information on developing responsibility in children, on time management within the home, and on communicating effectively with children.

One parent from every participating family was asked for a personal pre and post-program interview which was conducted by the FIEL Community Liaison (see appendix I1-I2). The parent

was asked during the pre-program interview (which was actually conducted during the second or third week of the program at each school), if there was any area where they needed help or information on other than their children's education. Parents requested information in diverse areas, such as obtaining food stamps, obtaining government housing, obtaining free or discounted medical care, and paternal visitation rights. The Community Liaison thus referred these parents to the appropriate social service agency in each case--DHS, the Attorney General's Office, etc. Phone numbers and procedures for making the phone call were also provided at this time (see Appendix J1).

The FIEL staff thus felt that Goal 2 of the project was fulfilled their their various efforts to provide parents with information as needed.

Goal 3: To enhance the parents' self confidence in helping their children.

While self-confidence is a difficult concept or quality to measure, we attempted in various ways to determine if Project FIEL had increased the self-confidence of the participating parents in helping their children with their literacy development. We did this through

1) pre and post-interviews,

2) parent evaluations on the project,

3) parent journals, and

4) informal conversations with the parents

The first three measures were not all applied consistently over the 2 1/2 years of classes because they evolved during the formative evaluation stages of the project. The coordinators, in speaking to the parents over the first year of the project, felt that there was a need to document the feedback regarding self-confidence and effectiveness in helping their children which they were so frequently receiving informally from the parents in oral conversations. Yet, it proved to be a somewhat difficult task to systematically obtain this information. The coordinators began by inserting a question on the pre and post-interviews in Year 2 (done in October and May, respectively) which asked the parents if and how effective they felt in helping their children with their schooling (see attached interview). The interviews generally showed an increase in self- confidence; there were 11 "Yes" responses in the pre and 34 "yes" responses in the post. However, because of several factors such as the briefness of the responses and the variability in the degree to which the interviewers probed for information, the coordinators felt that the interview had not yielded enough information and was perhaps also not as accurate as we would like. A written questionnaire (see Appendix I3) was thus passed out to the parents that same year where they could write freely, taking as much time as they wanted, in responding to several questions about the project including its

impact on their self-confidence in helping their children at home. One question specifically asked if the classes had had some impact on their self-confidence in their children's education and how (see attached questionnaire). This proved to be more fruitful. There were, for example, 32 questionnaires that indicated a positive response to this question out of a sample of 52 questionnaires filled out across five of the schools. The parents elaborated on this. Samples of their comments follow.

Sí. Aprende uno como tratar a los niños, agarra más confianza con los niños y aprende también como ayudar y educar a los demás niños. (Yes. One learns how to deal with the children, gets more confidence with them and also learns how to help educate them and the other children.)

Yes, I can help my son better because I got more ideas on how to make him listen to what I read to him.

Aprendí como se desenvuelve mi hija en clases y ahora tengo la oportunidad de enseñarle y ayudarle en los aspectos que ella necesita, dos de ellos es el inglés y la participacion en clase. (I learned how my child is developing in class and now I have the opportunity of teaching and helping her where she needs it, two of those areas are with English and class participation.)

Yes, I have a closer relationship with Venessa, and with her teacher. I feel more confident in talking to her teacher.

Me siento satisfecha, si puedo ayudar en algo provechoso. (I feel content, I can help with something worthwhile.)

The parent journals were initiated in Year 3 of the project in an effort to gain a better understanding of the impact which the project was having on the families, in a holistic sense. The parents were encouraged to write in their journals during every class. The subject was flexible. They could write about something related to the theme of the class or about anything else that they wanted to. In all cases the instructor kept a running dialog with the parents as she/he read the journals and commented and/or asked further questions to which the parents then replied. These journals provided much rich information on the families themselves--their backgrounds, problems, plans for the future, and opinions on various issues. All of the parents were invited towards the end of the classes to write on the impact, if any, which the project had on them and their families. Those parents that did write on this often provided information relating to their positive feelings of effectiveness or self-confidence in helping their children as a result of the literacy classes. Some sample entries follow.

Y le doy las grasias pos haverme dado la oportunidad de aprender algo para enseñarle a mi hija.[sic] (And I thank you for having given me the opportunity to learn something so that I can teach my daughter.)

Me gustan mucho y creo que me ayudan para saber como enseñarle a Celeste para aprender. (I like them [the classes] a lot and I believe they help me know how to teach Celeste so that she will learn.)

I want more parents to be interested in the classes. Because when we are home we don't know how to teach them and when we come here we learn how to teach them to spend more time with them.

Yo me siento muy contenta de poder compartir esta hora de instrucción de los niños sobretodo de que nos permitan estar a nosotras las madres con ellos para saber como dirijir a nuestros niños cuando no saben algo y quieren que uno les allude [sic], y espero poder venir siempre porque me siento muy bien en clases. (I feel happy about being able to share this instructional hour for the childen especially about allowing us mothers to stay with them in order to know how to guide our children when they don't know something and they want you to help, and I expect to be able to always come because I feel very well in the classes.)

hoy voy aprender de la creatividad de mis niños y entender y ayudarlos en lo que yo pueda porque me gusta compartir una hora con mis hijos... (Today I'm learning about my children's creativity and understanding and helping them in whatever I can because I like to share the hour with my children...). *Yo aquí me siento agusto con confianza ...* (Here I feel comfortable and confident...)

In sum, the FIEL staff feels that goal 3 was accomplished to the extent that parents were made to realize that they all had knowledge which they could pass on to their children, regardless of their level of formal education. The parents also learned that there were many things which they could all do at home, without the necessity of any special materials or training, to help their children acquire literacy. They learned, for example, the value of holding conversations with them at home, of reading to them everyday, and of letting them participate in cooking, planting and other hands-on activities. The parents were pleased to learn that they were indeed very capable of helping their children acquire literacy at home.

Goal 4: To empower the parents to connect literacy activities to their own social/cultural situations.

This was indeed an ambitious part of the project, yet the staff felt it was most significant, for literacy does not occur in a vacuum nor can it be confined to four classroom walls. Of what purpose is literacy, furthermore, if not to touch one's

life in a positive way--to make a difference whether in one small, personal way or in a major way which completely transforms the person. It was certainly a challenge to document the changes which the staff perceived were taking place within specific families over time. Yet, the puzzle which has come together from the many pieces of information related to us from the families does show an impact, or transfer, of literacy to the personal situations of the individual families. Some of these "pieces" will be briefly summarized here as evidence for the accomplishment of goal 4. In addition, we once again look into the parent journals for information on how the project was touching the lives of the participating families.

One incident which illustrates the literacy connection concerning goal 4 has to do with the Castañon family. Ms. Castañon's son had been transferred to a monolingual class, perhaps prematurely. Nonetheless, the parent felt the child was not being treated fairly by the teacher who often openly and rudely displayed impatience with the child as he struggled in her class. Moreover, the parent claimed her child felt the teacher's negative attitude towards him. He obviously felt "not wanted" in her class and his performance and morale was being negatively affected. The parent, with encouragement from the FIEL staff, went to the school counselor and then directly to the principal to complain. The classroom teacher was confronted on the case by the principal and the parent. The

child was ultimately placed in another classroom. The parent was pleased that she had persuaded the administration to move her son to another teacher's class with whom both she and her son felt more comfortable. The parent reported later in the year that her son was doing well.

Another case inolves the Armendariz family. Ms. Armendariz became very concerned because her child's kindergarten teacher was humiliating and embarrassing her child by ripping her work when it was not done to the teacher's standards. Yet, the parent had learned through the literacy classes that small children need to experience free writing and let their creativity emerge, regardless of whether their writing is "correct" or not. After discussing the problem with the FIEL teacher, the parent was encouraged to voice her concerns with the school personnel. She then spoke to her child's kindergarten teacher and the conselor about her concerns. While she was not able to completely change the teacher's behavior, the parent devised her own solution to the problem by emphasizing emergent literacy at home with her child, by praising all her work, and by emphasizing to her daughter to remember that whatever work she did at school she did for her mother and not for the teacher, thus she was to keep writing without being overly concerned or fearful of her teacher's comments on her work. This same parent later spoke to the staff and other parents about this incident as an example of "child abuse" that she felt was prevalent in the school. She

added during one conversation that if all the other parents knew what the FIEL parents did, they could start a revolution within the school against these sort of teachers who were abusing their children by not using appropriate methods with them in the classroom.

The Rodriguez family consisted of Ms. Rodriguez and her two daughters. Ms. Rodriguez had always been a very quiet, shy, timid person who at one time reported that she really didn't have any friends because she kept to herself so much. (In fact, it was one teacher's observation that she seemed slightly retarded, perhaps because of her almost constant silence). However, she began to verbalize in the FIEL class as time progressed. She not only began to participate in the class discussions, furthermore, but she also initiated self-expression and an analysis of her own personal situation in writing. During one of the home activities, for example, she wrote about how "sad" she was because her sister (whom she lived with) did not help her with the housework. This was apparently a source of great anguish for her, yet it was something very personal for her. It was therefore a giant step for her to not only analyze her own situation but to also write about it. Toward the end of the year Ms. Rodriguez related to the FIEL staff that she had put herself on a HUD waiting list for government housing. The staff felt that Ms. Ramos had taken another giant leap; certainly evidence of the transfer,

or connection, which was occurring from the classroom to the family's own personal situation.

Excerpts from the parent journals also testify to the accomplishment of goal 4, as follows.

The different projects we did in each class was [sic] so much fun. It gave me a lot of different ideas about activities I could do with my child at home.

I learned to make time to talk or read with my son. ...aprendimos a platicar con nuestros hijos. Y a poder entretenerlos jugando a haciendo otras coasas y no solamente ver a la T.V. (I learned to converse with our children and to entertain them playing and doing other things not only watching T.V.)

Hoy noto que Grissel es más comunicativa y le gusta escribir pa si sola. Porque antes Grissel quería que yo le escribiera todo, porque ella decía que no sabía escribir...(I notice now that Grissel communicates more and she likes to write for herself. Before Grissel wanted me to write everything because she would say she didn't know how to write...)

I have started to listen to them more attentively now and actually have held small conversations with them.

Me gustan mucho estas clases porque me estoy dando cuenta de muchas cosas que yo ignoraba es por eso que les doy las gracias por compartir estos momentos con ustedes y mi hijo. (I like these classes because I'm becoming aware of many things that I ignored, that's why I thank you for sharing these times with you and my son.)

...nos conosimos [sic] entre si y cambiamos ideas, y pues yo estuve muy contenta. (We got to know each other and we exchanged ideas and, well, I was very happy.

...hoy aprendí que ellos son unos grandes inventores y investigadores y muy preguntones porque quieren saber para qué son las cosas y para qué ? y conosen [sic] todo y son muy creativos. (...today I learned that they are great inventors and very curious because they want to know what things are for and why and they know about everything and they're very creative.)

...también habla Proyecto Fiel de como ayudar a nuestros niños, a poner atención al estarles leyendo un cuentesito [sic]. (...Project FIEL also talks about how to help our children, to give them our attention as we read them a story.)

Me han ensenado sobretodo a convivir con los niños y la importancia que tiene porque yo muy poco lo hacía y ahora les

dedico un poco más de tiempo. (They've taught me more that anything else; how to spend time with our children and how important that is because I did it very little and now I give them more time.)

...le doy las gracias por haverme [sic] dado la oportunidad de aprender algo para enseñarle a mi hija. (I thank you for having given me the opportunity to learn about something that I can teach my daughter.)

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PART III

IMPLICATIONS OF PROJECT FIEL

Implications for Parent Involvement

Parent involvement was an integral part of the design and success of Project FIEL. Parents were intimately involved in the intergenerational classes where they actually sat next to their children and worked with them on different activities throughout each lesson. The parents, as they participated in the classes, learned about different ways to help their children develop literacy at home. At the same time, they helped their children in doing the activities in the class and at times also received help from their children. This bidirectionality of learning was particularly salient during the learning activity where each family team worked on a hands-on project and during the language experience activity where they wrote a story about their project.

Parent involvement was also significant to the success of the project in that the parents served as a link and resource for sociocultural information on their families. This was vital for instructional purposes as the teacher could then use this information for designing appropriate activities for the group. This information on the background of the participants was used as a point of departure for lesson development. For example, during a lesson on plants, the instructor facilitated a discussion during the initial inquiry which led to the families describing the different herbs which they used at home for medicinal purposes. During another lesson on cotton and other natural fibers, the instructor geared the discussion to the growing and processing of cotton as she knew that several of the families were very familiar with this process, having worked the fields for years. The parents then contributed significantly to this discussion with information which was not known by the instructor nor by some of the other families. Another lesson

was developed on personal hygiene in one school because the instructors knew that many of the families in the area were not following basic rules of hygiene such as frequent hand-washing and general cleanliness. This topic was particularly appropriate at the time when the lesson was implemented because a hepatitis epidemic was occurring in the community. Thus, the involvement of the parents was vital in terms of curriculum development and implementation of the classes.

The "pláticas" or parent discussion groups were another significant outgrowth of parent involvement in Project FIEL. These platicas were started at two of the sites in response to the parents' many requests for information in areas that were beyond the scope of the literacy classes. Because of the rapport which was built between the parents and staff, the parents often came to us with questions in the areas of discipline, child custody, nutrition, and residency and immigration. The staff felt that their questions could be more adequately answered with the help of resource people in the community who had expertise in those particular areas. Thus, the plática s were started.

Speakers were invited to come and address the families with a brief presentation on the designated topic (see Appendix H1-H2 sample flier). This was followed by an open-ended question/answer/discussion period with the families. Reading materials on the different topics were also distributed in both English and Spanish for the parents to take home. Finally, at the end of each plática an open-ended evaluation (see Appendix H3 for sample) form was filled out by the parents which gave us feedback on the presentations, on suggested topics for next time and on additional ideas for the program. The plática s were particularly successful at one of the schools which continued

to have them on a regular basis through the end of the academic year, even after the family literacy classes had ended.

Parent involvement, therefore, was at the core of Project FIEL. The rapport built between the staff and the parents and the subsequent enthusiasm of the parents accounted for the success of the program. The following guidelines in working with parents, furthermore, evolved from our experiences with the project.

1. Build rapport through an informal non-threatening environment. Parents need to feel welcomed and comfortable if they are to be consistently involved in a program. The staff should be cognizant of the fact that even stepping into a school building requires great effort by some parents who feel alienated from the school, its teachers and principal. Teachers and staff need to convey to them, through words and actions that the school also belongs to them and they should see it as home.

2. Be aware of other affecting conditions and their impact on attendance, doing homework, and class participation.

   Mexican parents, like everyone else, have problems that keep them from attending classes consistently. These problems, particularly with low-income families, appear so insurmountable at times that it is amazing when parents make it to even a few of the classes. Drug abuse, child and spouse abuse and extreme poverty--to the point of not having running water, heated shelter, warm clothes or food--are some of the problems faced by the families.

   Thus, rather than condemning parents for lack of attendance, the parents must be praised for attending when they do. Referrals

to the appropriate social service agencies, community, church or other organizations that can help should also be made to the extent possible. Whatever help the families receive with these sorts of problems will ultimately also be helping their involvement in their own and their children's education.

3. Respect and value the parents' linguistic and cultural background and use their knowledge, interests and concerns as a starting point on which to build curriculum.

One teacher at the second class meeting, due to her observations and sensitivity to the students, made the intellectual choice to immediately go into a bilingual (Spanish and English) mode of communication with the group. This is important if the class is to be personally meaningful, relevant and interesting to the parents and children so they can learn. The lessons were participatory in order to maximize learning, interest and attendance. It follows, then that teachers need to be open to suggestions from the parents for lesson development. Their comments and input must be welcomed and valued. The parents, furthermore, need to know that their input is always welcome. The teacher should incorporate their suggestions whenever possible, even if it means adapting them somewhat as, for example, to suit the needs of the group as a whole or to be able to implement the suggestion within the time allotted for the lesson.

4. Accept the parents as partners in education. Let them know they have much to teach their children, regardless of the amount of formal education which they have.

   Research often talks about the intergenerational effect of illiteracy, meaning that parents with little or no literacy skills tend to also have children with low levels of literacy (Sticht & McDonald, 1989). What is not mentioned, however, is that 1) "formal education" is not always the key for producing highly literate children, and 2) all parents have much which they can teach their children, simply by virtue of having lived and experienced much more than their children. Thus, it is extremely important that the parents be made to feel that they <u>all</u> have much which they can teach their children, regardless of their literacy levels or the amount of formal schooling they have had.

5. Let the parents know that their voice does count, not only with respect to classroom matters, but also with respect to school-wide policies.

   An obstacle to many parents is not knowing the procedure for voicing a complaint. Thus, a FIEL lesson was developed on parent advocacy which discussed avenues for both parents and children to take when they were unhappy or had a complaint about something. One incident which illustrates the impact of this occurred during year 2 of the program where a a bilingual child had been transferred to a monolingual class and was unhappy with the teacher. The parent, after voicing her complaints was able to transfer

him to another classroom (see Final Evaluation, goal 4, for a description of this case).

Implications for Bilingual Classrooms

One often reads about successful educational projects only to find that the results cannot be replicated in one's own class because of other restrictive and extraneous variables which were not present in the project read about. This is perhaps particularly true with respect to the use of two languages in the classroom. However, while the literacy project described herein was unique with respect to the freedom allowed in the design and implementation of the classes, the outcomes do hold implications which can be applied to regular bilingual classrooms in primary schools.

A significant implication, which is also a social context issue, is that a child should be allowed to use the language which she/he is most comfortable with when interacting in class with peers or with the instructor. The medium, or language used for communication should not be an issue when the child is in fact trying to understand instructions, getting help, or conversing informally about personal or classroom matters. Of importance is that the child communicate and receive the information which she/he is looking for in order that learning will occur and that the child not feel inhibited with respect to carrying out his/her assignments.

However, the concern in bilingual classrooms often deals with the use of language during the teaching of content areas when the class is perhaps involved in a whole-group activity such as a discussion. Research in the past has shown that the use of two languages in bilingual classrooms is an effective teaching and learning strategy (Aguirre, 1988; Olmedo-Williams, 1983; Zentella, 1981). Whole group discussions were a part of every lesson in Project FIEL. The children as well as the parents participated in these discussions, to differing degrees depending on the topic and their own

individual background knowledge. Of significance, however, is that at no time did the staff perceive that anyone was hesitant to participate in these discussions because of a language barrier. That is, all felt free to contribute to the conversations and did so with total freedom not only with respect to content but also form, or language. The group knew that the instructor's main interest was for the students to share their experiences, knowledge and ideas about the topic, and so they spoke in English and/or Spanish as needed in order to communicate their thoughts to the group. This strategy was successful in that the families did participate and contribute openly and sincerely with the group.

Open-ended discussions where the instructor and students learn through sharing experiences and knowledge, are a vital part of any curriculum, including that of bilingual classrooms. Thus, the freedom to use two languages as needed in content-area discussions should be present in all bilingual classrooms in order to encourage all students to participate openly and freely.

The English as a Second Language component in bilingual classrooms is another issue of concern among many teachers who feel that allowing the use of the native language will inhibit the learning of English. Students should be asked to use English during discussions/activities in the ESL classroom in order that they practice self-expression in English. The instructor should also use English or Sheltered English because she/he is not only modeling the language for the students but simultaneously providing them with an opportunity to practice comprehension using authentic, meaningful discourse. However, the use of the native language should not be ruled out in those cases where the instructor has tried and tried again to use English without

communicating successfully. While these cases are probably few for most ESL teachers are trained in using not only sheltered English but realia and different sorts of audio-visual aids to enhance communication, they still may occur occasionally. The use of both languages would be appropriate in these situations, (for example, for clarification or elaboration) as needed to ensure communication. This is not to say that the instructor will translate freely, for the student will then become dependent on the native language and will furthermore be denied additional opportunities for listening and responding to English. However, communication becomes the most significant factor; if two languages are needed in order for it to occur then they should be used.

Implications for Literacy Development of Adults and Children

Our experiences with this project led to a series of implications regarding the literacy development process of families in non-traditional classroom settings. These implications again point to social context as an all-encompassing factor which influences learning among parents as well as children.

1. Literacy development is bidirectional with respect to general knowledge (as discussed below) and language. Students--adults and children--learn from each other by interacting in one or both languages.

   Teacher, parents and children learned from each other as they used both Spanish and English as the media for communication in the classroom. It was not uncommon for teachers to seek help from the parents or children, as well as vice-versa, of course, as the teacher tried to communicate with them through code-switching. This was done on the part of some teachers because of the lack of certain vocabulary in Spanish. On the part of the children and parents it was usually the lack of vocabulary in English which prompted them to seek help in expression in English. It is likely that these occasions also heightened the metalinguistic awareness of the children. That is, even though they all intuitively used two languages to differing extents, they were explicitly made aware during these exchanges that they were using two languages, or "ways of saying things", each of which could be used as needed to precisely convey meaning. The following dialogues illustrate several occasions where one teacher specifically acknowledged lack

of lexical competence and sought help from her class as part of the bidirectional learning process.

[Teacher is speaking to parents about a school project as she is preparing for the class.]

T: *Ellas van a darnos mucho dinero, Un--¿comó se dice en español ? (They are giving us a lot of money, a--how do you say it in Spanish?)*

Parent: *Mil quinientos (one thousand five-hundred).*

[Teacher is explaining that the Love Bug which they are making out of paper sacks will"bite" on Valentine's Day.]

T: *Se necesita hacer la boca para bite--¿Comó se dice bite? (You need to make the mouth so it'll bite, how do you say bite?)*

Mr. H: *Para morder.*

[Later--same class]

T: *Hilario, ¿Qué es la palabra otra vez? (What is the word again?)*

Hilario: *Morder. (to bite).*

2. Adults and children exhibit more literacy development and advances in knowledge and skill acquisition when the social context of the learning situation is positive, one in which they feel respected as valuable, knowledgeable participants.

This was obvious, for instance, during the lesson where the parents (most of whom had less than 6 years of schooling) were much more knowledgeable about growing and processing cotton than

anyone in the group including the teacher, the assistant and the teacher supervisors. Additionally, the parents demonstrated their knowledge during the lesson on plants described above. The parents geared the discussion to the use of medicinal and dietetic purposes and again they were "stars" with respect to the extensive knowledge which they displayed on the subject. Thus, it is extremely important that the parents be made to feel that all have much which they can teach their children, regardless of the literacy levels or the amount of formal schooling they have had.

Hunter (1982) emphasizes that illiterate adults must come to perceive themselves as competent and not as deficient. Consistent participation by these adults in the sharing and learning of knowledge certainly enhances this process of viewing themselves as competent and resourceful.

Just as their parents have knowledge to share, so do the children. All children, regardless of their SES or cultural background, have had a variety of experiences. The teacher needs to realize, as with the parents, that learning is bi-directional and that it's important to be open to what ever the children have to say. Some of the children in our program, for example, spoke about Mexican music, Mexican food, birthday festivities, picking cotton, visiting relatives in Mexico, playing by the river, housework, household rules, friendships and their heroes. Such discussions often enlightened the teacher on the children's background, and their interests so that she/he was able to develop the lesson in a relevant, meaningful way.

3. Adults and children, with encouragement and acceptance, do gain self-confidence to do their own reading and writing.

Work samples and information from parent interviews and documented class conversations revealed that children's spoken English vocabulary did improve and writing (both in English and Spanish) increased in fluency over the year. For example in the post-interview, Ms. Castañon (a parent from Crockett school) commented that a change she had noticed in her son was that he was writing more. In addition, his attention to production of class writing activities improved due to the positive accepting persistence of his mother. In this process of constant attention and participation in her son's FIEL activities, Ms. Castañon 's oral English usage became noticeably more frequent, more relaxed, and more fluent from September to March as the classes progressed.

Ms. Castañon also seemd (through video taped data) more confident in her guidance of written English (and Spanish) in her son's project work. However, Ms. Castañon showed little interest in writing herself (it's important to note the FIEL lessons during Year 1 and Year 2 did not stress "parent" writing as a requirement--in some cases the parents did in fact write, in many cases, they did not). However, some of the cooperatively done home activities revealed writing by Ms. Castañon as her son dictated. On September 27, 1989, Ms. Castañon wrote her son's dictated English responses in a sort of adult-second-language-invented-spelling form.

"I baith in the bathroom." [sic]]

"We watch cartoons in the dan." [sic]

Likewise, on October 18, 1989, she wrote her son's dictated responses regarding community helpers in Spanish.

"I work...en un hospital cuidando enfermos." [sic]

"I work...en la cuidad en casos de emergencia." [sic]

3. The children when given the freedom to communicate in a natural way will make use of their bilingual repertoire with confidence in oral language and written language.

Work sample--AJ--kindergarten child

11-29-89 [booklet about a cat]

the playful little cat

the cat spill the paint

the cat plays with the yarn

the cat cookt at the fish

the cat sits on the roof

the cat smells the cheese

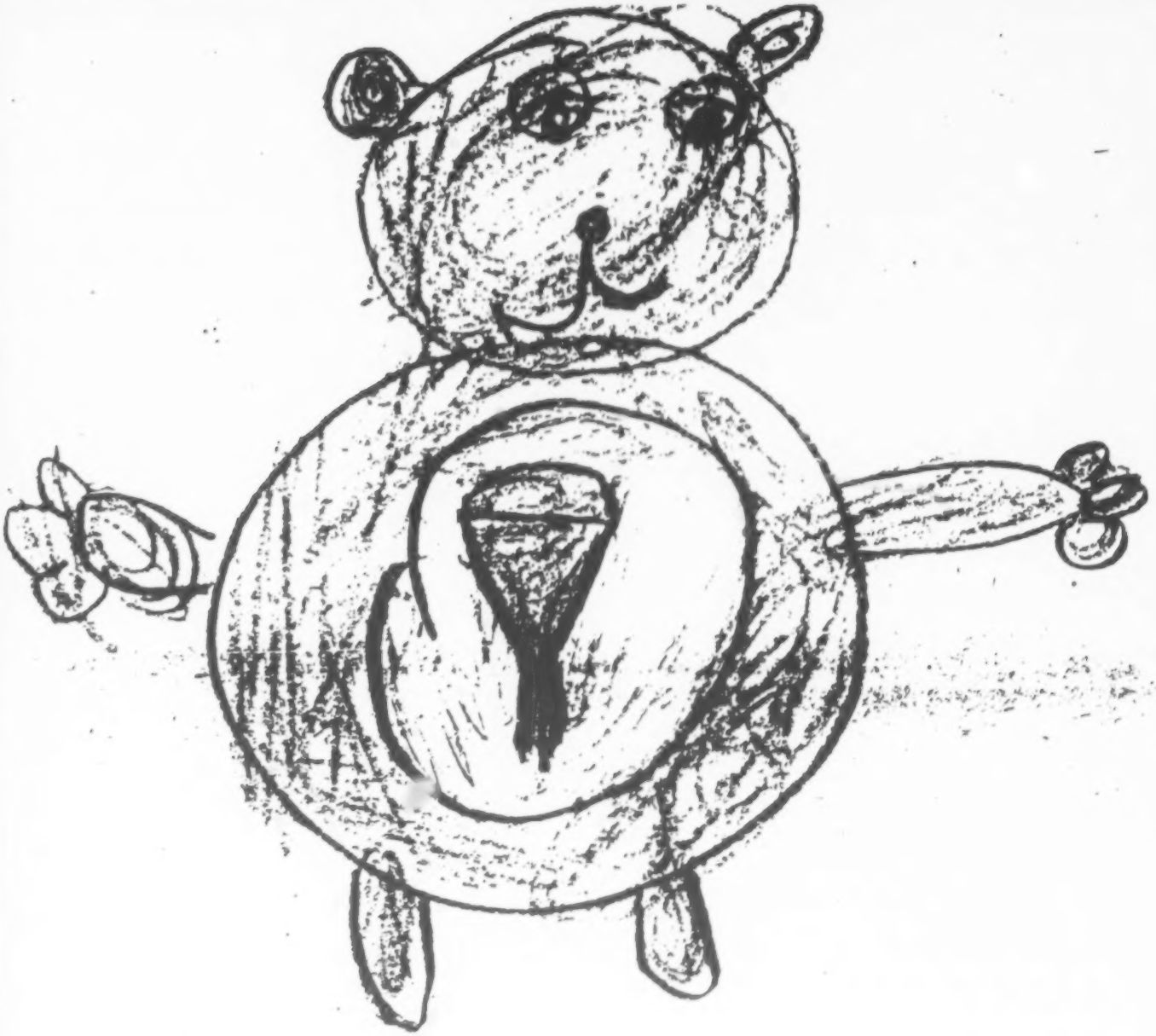
12-06-89 puse semillas para que salgan beans y pumpkin

1. burlap 2. dirt 3. seeds 4. wather

01-17-90 me gusta el verano porque puedo salir al parque

02-07-90 estoy asustado cuando me inyectan

4. When given an opportunity to participate in classes and program planning, adults will break the "culture of silence" and articulate and act on situations to transform their personal, family, and community situations to better serve their needs.



Hero
care
save
Bear

As mentioned, the "pláticas themes were determined by the parents who attended the family literacy classes. While attendance as a whole in San Elizario was low (as historically characteristic), the parents did not shy away from the most difficult issues. For example, they requested information about child support payments, so the FIEL staff invited two attorneys from the Attorney General's Office in El Paso which deals with enforcement of child support payments. Seven parents attended (unofficial rumor reported that most women were afraid to attend because in the small community, word would travel fast regarding who had attended and the women feared retribution from the men). Ms. Nuñez was one of the women who attended. After the hour-long group session, she stayed behind to ask the attorneys personal questions regarding her situation which involved no legal marriage or legal citizenship. The attorneys made it clear to her that the situation was difficult, but encouraged her by giving her suggestions of agencies to contact and specific requirements for agency investigation of child abuse.

Four days later Ms. Nuñez moved out of the home she shared with the children's father. A week later when the literacy staff learned of her actions, they questioned her as to why she had not contacted any of the agencies with shelters. "I lost the numbers", she said. But when given the numbers again, immediately she telephoned and she found that no agency or shelter would accept her and the children because she is not a legal resident. "No voy a regresar ahí". (I won't go back to Mexico.) "Me quedo

con una amiga y trabajo como maid y mantengo a los niños en la escuela." (I'm going to stay with a friend, get a job as a maid and keep the kids in school.)

Thus, while she did not use any suggestions made by the attorneys at the "plática " (because she was not legally able to), she no doubt used the encouragement and intangible transfer of strength to use the everyday for transformation in the best way she was able.

5. Children respond positively to a "different" way of reading and writing in a different setting. Programs which encourage developmental writing as a valued process do not confuse children even if they are also exposed to rigid, traditional instruction in another setting.

Children will respond to different ways of doing things within different contexts. This is mentioned because of a dilemma which we encountered at the beginning of our literacy classes. Our children were being encouraged to do their own writing (or prewriting) and reading in our classes, using whole language and language experience approach which encourages invented spelling and developmental forms of expression. Yet, in their regular classes throughout the day, some children were exposed to a phonics approach to reading and an approach to writing which emphasized letter formation and correct spelling. Also, code-switching was generally not accepted in their regular classes. There was a concern on the part of the staff that this discrepancy would not allow our children to develop in our literacy classes as

we would like (given that children were only exposed to our classes one hour a week). Yet, this did not happen. With encouragement from both parents and teacher, most of the children in our classes began to write on their won at varying points during the semester. Their written self-expression, furthermore, was genuine, as can be seen from some of the writing samples which showed a language alternation between Spanish and English.

6. Children will voice their own reality in terms of culture, social issues, and cognitive development when it is valued as a sharing of knowledge.

Children will share their own reality when they perceive that it will be respected and valued. Listening to the children's voices through discussion was a part of every class, and the children participated enthusiastically, One, child, for example, did not hesitate to comment during a music lesson that her favorite musical group was "Los Buquis". In another class, during a lesson on trees, the instructor asked, "Para que sirven los arboles?" (How are trees useful?) One child raised his hand and answered, "Para secar la ropa y para darle sombra al carro." (To dry our clothes and to provide shade for the car). In a different lesson on emotions the instructor asked, "¿Cuando te sientes asi?" (When do you feel like this) as he pointed to a drawing of a happy face. The child answered, "Cuando me dejan ir al río ." (When they let me go to the river.)

8. Children use both languages freely in oral discourse as they respond to teachers and parents and other children communicating in a natural, effective way.

While no formal assessments were given, our observations showed that all the children were capable of understanding English and using it in informal conversations such as those help in the literacy classes. Yet, they still frequently used both languages in their responses. While some of the code-switching was most probably done to compensate for lack of vocabulary in one or the other language, this was not always true. The alternation on languages in their responses was probably a response to some aspect of the social context or simply for more precise communication.

[It is the beginning of the class and the children are doing a show-and-tell on the homework from a previous week. They had drawn gifts and written about gift giving for this assignment.]

T: *What color does she want?*

Hilario: *Red*

T: *And what is that one?*

Hilario: *A jacket.*

T: *What are going to give Grandma?*

Hilario: *Un anillo.*

[Later, in the same class, the topic turns to community helpers. The teacher is guiding the language experience part of the lesson.]

T: *Hilario, you tell Mom what to say...¿Qué hacen los bomberos? (What do the firefighters do?)*

Hilario: *Hechan agua (put water).*

T: *¿En dónde? (Where?)*

Hilario: *On the fire.*

9. The project confirmed our belief that the use of two languages in communicative context in either written or oral form does not confuse or prohibit the development of literacy in either language form.

One needs to remember that the classroom is not the only place where the children are developing their language. In fact, children learn their language mostly outside of the classroom in other social contexts where they cumulatively spend more time than in school. Moreover, the influence of the media on their language development is also very significant. Children do, therefore, have the opportunity of developing their proficiency in either or both languages through exposure and use in social situations where either all Spanish or all English is obligatory because of difference variables such as monolinguals being present or the formality of the situation. Hakuta (1990) in discussing bilingualism among children state, "There was no evidence of confusion between the two languages, even though in normal

conversations with their bilingual friends they engaged actively in switching between two languages (code-switching)" (p. 8).

Another concern deals with the ability of bilingual to keep their languages separate at will. Research has shown that a child acquiring two languages simultaneously will make an effort to separate them (to the extent that his proficiencies allow at that particular point in development) when he/she perceives that is what the context requires (Fantini, 1985; Huerta, 1980; Vihman, 1985).

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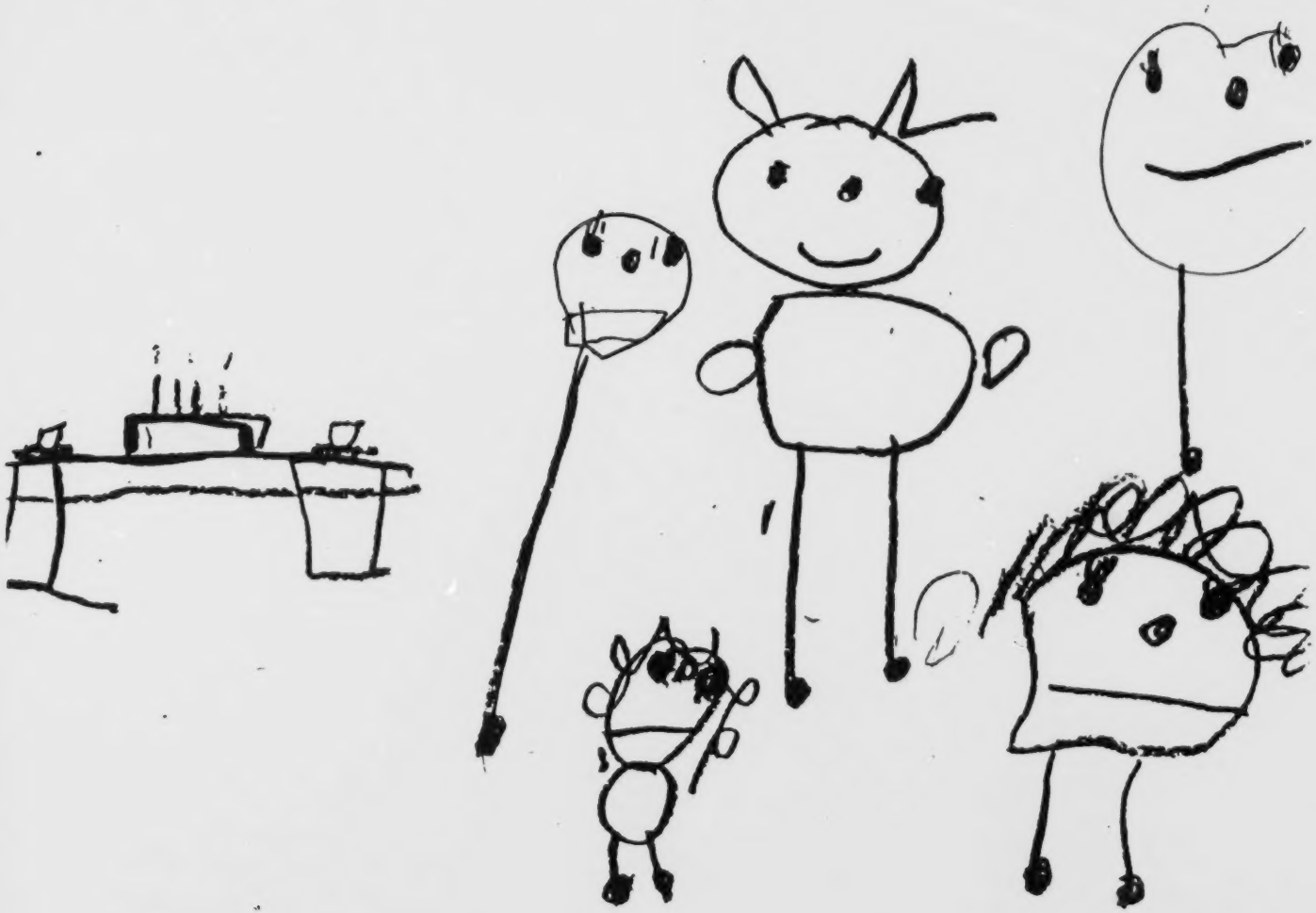


Implications for Teachers as Intellectuals

Teachers must be nothing less than intellectuals if indeed they are going to be successful in facilitating learning for their students. Too often teachers have been reduced in our classrooms to nothing more than technicians as they are asked to work with curricula which is described as being "pre-packaged," "computer-friendly," and/or "technologically sophisticated." Teachers, who are bombarded with this sort of pre-designed generic material which is written under the assumption that they cannot think for themselves and do not know what is best for their students, are also burdened by administrative rules and regulations which again make the same assumptions. Collectively, these actions have tremendously undermined the teaching profession. Teachers are unable to fulfill their roles in the classroom as they should be--as intellectuals who must respond in and effective way to a variety of different situations and students in a single day or even a single hour.

The teacher must function as an intellectual in order to do this--one who is constantly observing, thinking, planning and acting accordingly by the minute as she/he works with so much diversity in the classroom that it is futile and often impossible to foresee of plan instruction in advance. Instruction must be tailored to each class, group of students or perhaps each individual student if learning is to occur. Students cannot be treated generically, for it is such treatment that leads to alienation, frustration, loss of self-esteem, and eventually absenteeism and dropping out. This is particularly true with minorities who come from a different sociocultural/-linguistic background. It is the teacher's responsibility, therefore, to learn about his/her students and their backgrounds and to then use that

information as a point of departure for teaching them in the classroom. This requires not only a commitment of time and interest, but also much thinking as the teacher goes about developing curricula which will be effective with his/her particular students. It is not an easy task, nor is it one which can be planned and then carried out automatically--for even the best lesson guidelines will require some adaptation as they are being implemented simply because human nature and intellect are such that one cannot always predict outcomes in dealing with them. Teachers should, furthermore, be treated as the intellectuals which they are expected to be. in practical terms, this means their professionalism should be respected and they should be allowed to practice in their classrooms without being constantly hassled by administrative and other personnel who make incessant demands on their time; time which could be much more well spent in their own development as they go about teaching their students.

Teach how to count.

help Domath.

help the sounds.

help to read.

help Do work.

Implications for Multicultural Education

In the course of the project, the varied situations illuminated many instances in which multicultural education can be enhanced by a participatory, family-based learning situation in which all language groups and cultural preferences are respected. Patricia Ramsey (1987) states that multicultural education should have as goals:

1. Development of positive gender, racial, class, cultural, and individual identities
2. The ability to identify, empathize, and relate with individuals from other groups
3. Respect and appreciation for the ways in which other people live
4. A concern and interest in others, and a desire to cooperate
5. A realistic awareness of contemporary society, a sense of social responsibility, and active concern for people outside of their immediate environment
6. The autonomy to become critical analysts and activists in their own social environment
7. The development of educational skills and social knowledge that will enable them to become full participants in all aspects of society
8. Effective and reciprocal relationships between homes and schools (pp. 193-194).

In the complex social context milieux of a participatory, intergenerational learning setting, virtually all of these issues may be addressed either directly or indirectly or both. Some instances were planned,

most resulted spontaneously due to the interpersonal dynamics, interests and needs of the participants.

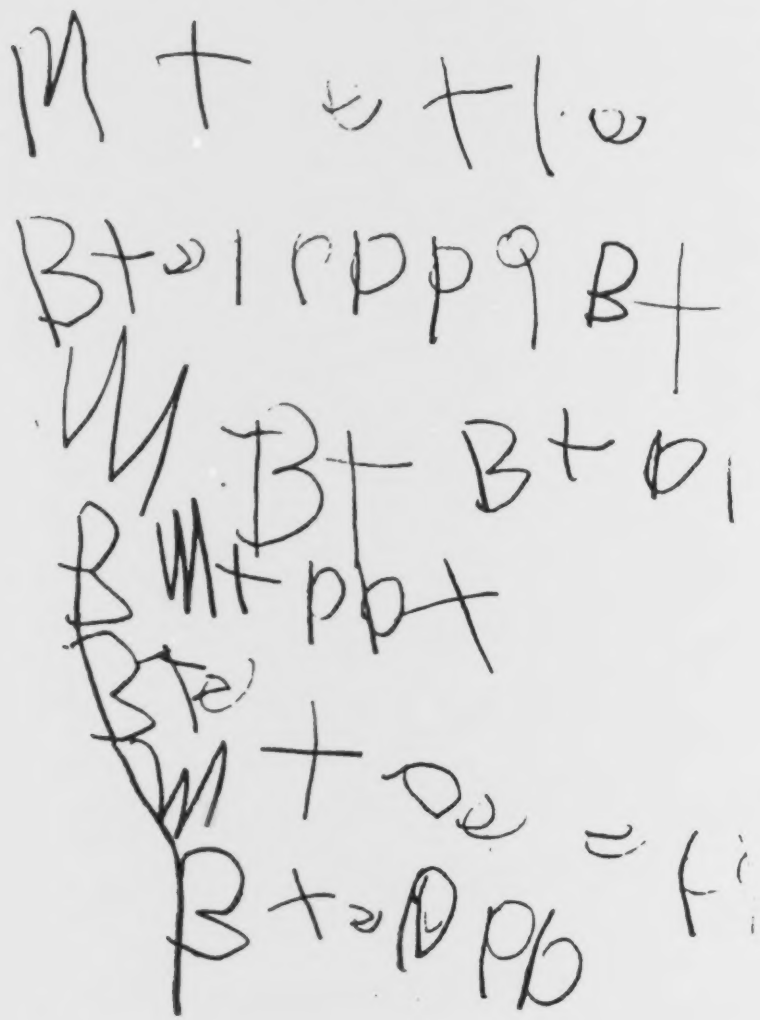
For example, in informal settings where people are encouraged to speak up about their experiences and opinions and the act of doing so is respected as well as the experiences and opinions themselves positive attitudes are enhanced regarding gender, race, class and culture. In one lesson entitled "Parenting on the Frontera" the families were encouraged to compare and contrast the parenting situations of Mexico and the United States. One mother and her daughter came up with one comparison that the schools in the United States provided free education (including books and some supplies) whereas in Mexico at even the public schools (of this family's experience) the students must buy books and all supplies and an expensive uniform. However, the family listed a disadvantage to being in the United States was that no one goes to the plaza on Sundays to walk and visit with friends. This analysis shows positive feelings about a cultural value and a positive identity regarding the necessity for school. In this same exercise, several families discussed the fast pace of life in the U.S. and the problems possibly resulting from this (teenagers misguided due to lack of attention by parents, etc.), and yet acknowledged an awareness of the demands of working many hours outside of the home in order to support one's family economically. The students did not lessen the importance they felt for family ties, yet they empathized with parents in different difficult situations. Then they discussed ways in which families in neighborhoods could cooperate to help each other with children while the parents are working. This one discussion addressed Ramsey's (1987) goals one through five.

Furthermore, many instances revealed parents addressing goals six through eight. This was especially obvious when a parent came to the literacy classes and received information either about an academic issue or an emotional issue and found this information to be contrary to what was happening in their child's regular class. In one case, a classroom teacher would repeatedly take an "unacceptable" paper from a child and crumple it up and throw it in the trash in front of all the children. In another case, a classroom teacher insisted that a child write endless, meaningless drill exercises before allowing her to read a storybook. Both mothers approached the teachers and when they felt that they did not receive satisfactory results they took the matter to the principal.

In the case described earlier, one mother received information during the family literacy classes and parent groups regarding her rights as a parent. She left her abusive husband, and when advised by authorities at the shelters for homeless and abused people to go back to Mexico where she would be eligible for shelters and public assistance, she refused. She found her own housing and job (such as they were) and kept her kids in school which was her most important aim.

In addition, another positive aspect of teachers and parents acting as transformative intellectuals alongside the children in the classroom and in the community, is the resulting attention given to using multicultural education as a resistance to oppression. Sleeter (1991) maintains that at many multicultural education workshops teachers come away with piecemeal strategies that they can occasionally add to what they already do. This is not the way to "...use schooling as much as possible to help shape a future America that is more equal, democratic, and just, and that does not demand

conformity to one cultural norm" (p. 14). We see teachers working as intellectuals in a family learning context such as in family literacy classes (both within and outside existing school structures) as a dynamic arena in which to carry out Sleeter's mandates. Furthermore, in natural contexts in which parents and children and educators interact the opportunities and the empowering momentum for resisting oppression are enhanced.



APPENDIX A

CURRICULUM
YEAR 1

FAMILIES
(What Do We Treasure?)

OBJECTIVES

To encourage students to explore their feelings and those of their family with respect to the personal value which they place on different/traditional family belongings.

STEP 1 INITIAL INQUIRY

1. What do you have and love that belongs only to you? (a toy, a bike, etc.)
2. What things belong to your family communally? Which are the most dear to you, your mother, your sister, etc? Do you like to share some things? Why or why not?
3. How do you feel when someone takes your things without permission? Why do you feel this way? What do you tell them?

STEP II LEARNING ACTIVITY

1. Have a sheet of construction paper with the name of one family member (one for each member) and one sheet with all the names (the whole family).
2. Cut out pictures from magazines of household items and paste them appropriately in the respective owners paper or the community property family paper.

   OR
3. Distribute to the child various materials such as blocks, manipulatives, trucks, etc. Parent plays with child and informally explores through language and observation the way the child likes to play. (competitively, cooperatively, loudly, quietly)

STEP III LEA ACTIVITY

1. Write a sentence describing the treasures pictured from Step II.

   OR
2. Label the pictures collected.

   OR
3. Write the directions for "playing" the game or games devised in Step II.

STEP IV STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques. Suggestions:
Why Are People Different? by Barbara Hazen
He Bear, She Bear by The Berenstains

STEP V HOME ACTIVITY CHOICES

1. Invent a game. Play the game. Draw or write the instructions.
   OR
2. Write a letter to a favorite relative.
   OR
3. Have the family divide into two teams to form a scavenger hunt. Each team must get one item belonging to each different family member and one community property item.

CURRICULUM
YEAR II

FRIENDS/MUTUAL RESPECT

OBJECTIVES

To have children and their parents identify their friends and talk about their friendship and mutual respect, love and communication.

MATERIALS

Pictures of friends in pairs, groups, in families, with pets, etc.
Reading Selections (see Step 4)

STEP I INITIAL INQUIRY

Begin the discussion of Friends by asking questions such as:
Parents? Children?

1. Do you have a friend in this class? Who is it?
2. Do you have friends who live close to you?
3. What kinds of things do you do with your friends?
4. Is your mom your friend? Your brother, sister, grandmother? Moms, who are your friends?
5. What are friends?
6. What do friends do? Children? Parents?
7. What do friends not do to each other? Why?
8. Are you a friend to your brother? Your dad?
9. Are you a friend to someone else? Who?
10. Do you have a dog ,cat or a fish that is your friend?
11. Are you my friend?
12. How do we make friends?
13. Why are friends special?
14. Children, are your parents' friends also your friends?
15. Parents, do you consider your children's friends also to be your friends?

STEP II LEARNING ACTIVITY

Have the children select their best friend. Have them:

1. Draw a picture of their friend and write his/her name on the picture. Use manipulative materials. (crayons, paint, pasta, etc. Be creative)
2. Draw a "Thank you for being my friend" picture to that friend it can be of anything, two persons holding hands, a flower, a rainbow, an abstract, etc.; however, the child wants to express his/her friendship.
3. Have the students draw about their favorite activity with their friend. That is, what do they most like to do together?

STEP III LEA ACTIVITY

1. Have the children dictate a story of why this person is his/her best friend. What do they do together?

OR

2. Have the child take the earlier picture and make it into a card with an invitation to come over to play.
Re-read the children's dictation if this exercise was done as a group. If done in teams, encourage the mothers to re-read the child's dictation with her partner. Point to special words, like "friends", "names", "respect", "feelings".
3. Write about a time when you had a quarrel or argument with your friend. (parents and children write individually about their experiences.) What happened? How did you feel? How did you make up? What did you learn from this?

STEP IV STORY DEMONSTRATION

Are You My Friend Today? by Gyo Fujikawa
That's What a Friend is by P.K. Hallinar
Dante, el elefante
(Any story dealing with personal relationships, communication, etc.)

STEP V HOME ACTIVITY CHOICES

Read the following choices to the group and have them choose the one they want to do at home. They may do others if they want to.

1. Have the child deliver the card to his/her friend and read it to her.
2. Have the child and his/her friend do a mutual picture together.
3. Have the child draw other pictures of other friends and have the mother label each.
4. Write about the important things of being a friend or keeping a friend.
5. Make a list of words that describe your friendship/friend and/or your feelings about your friend.

CURRICULUM
YEAR II

SOMETIMES I GET SCARED

OBJECTIVES

To have children and their parents identify and discuss the different emotions that all people feel and to help the children understand why we feel them.

MATERIALS

Various pictures of people's faces depicting different emotions (happy, sad, confused, joy, anger, fear, envy, etc.), construction paper, scissors, glue, white lines paper.

STEP I INITIAL INQUIRY

Begin the discussion by asking children to tell about the things that make them happy, sad, angry, etc. Show some of your pictures on emotions and discuss the possible situations causing these emotions. Relate these situations to similar and personal situations experienced by the children themselves. Some questions may be:

1. What makes you very happy? (you may give the first example, "I feel happy when my children give me a big hug.")
2. Are you happy when you are playing a fun game with your friends?
3. What makes you angry? (teacher modeling may be, "I don't like it when I see someone being mean to a little kitten.")
4. Do you and your brothers/sisters/friends get into arguments when you are angry with each other?
5. When are you scared? Teacher should model.
6. When do you feel jealous? Do you feel jealous when your mom hugs or shows affection to another brother or sister?
7. How do you feel when you are confused? Teacher can give some examples of confusing situations? (i.e. when you don't know where to go, or what the teacher is asking you to do, etc.)
8. When do you feel love? Whom do you love?

STEP II LEARNING ACTIVITY

Have the children look through magazines to select one picture depicting an emotion. Have them cut it out and paste on to construction paper. Have them tell (make up) a story/situation behind the emotion to the mother. Have the mom ask several questions to help the child clarify his/her story. (i.e. sequencing, predicting, questions)

STEP III LEA ACTIVITY

Have the children re-dictate their story about the emotion while mom writes. Use lined paper for this exercise.

STEP IV STORY DEMONSTRATION

Reading Selections:
Once When I Was Scared by Helena Clare Pittman
What Feels Best? by Anita Harper and Susan Hellard
Sometimes I'm Jealous by Jane Werner Watson, et. al.
Feelings Illustrated Loving New Readers Press

STEP V HOME ACTIVITY CHOICES

1. Have the children dictate a family story dealing with an emotion.
2. Have them use a family situation that aroused one of the emotions discussed. The mom can write the story while the child draws a picture depicting the situation. Be sure to give them lined and plain paper to take home and do this with.

CURRICULUM
YEAR II

THE FIRST THANKSGIVING

OBJECTIVES

To encourage the students to look into their own historical past while learning about the very first Thanksgiving held in America and to show them that historical accounts may vary depending on who is recording them.

MATERIALS

Realia/pictures of First Thanksgiving, construction paper, glue, sentence strips, simple costumes for drama script.

STEP I INITIAL INQUIRY

1. Do you remember what Thanksgiving is?
2. When did you celebrate it?
3. What happened on that day?
4. Do you know that other people, the Spanish, celebrated Thanksgiving here in San Elizario many years before the pilgrims did? That is why we're celebrating the First Thanksgiving here in April.
5. Have you heard of Don Juan de Oñate ? He was the man that came here first, to San Elizario with many other people following him.
6. Where did he come from?
7. Why were they so happy when they finally saw green pastures and water? (They had walked 4 days, about 250 miles from Hidalgo, in 1598 before reaching San Elizario.)

Teachers: See attached article.

STEP II LEARNING ACTIVITY

1. Pretend the children are one of Juan de Oñate 's group. make helmets and shields from construction paper. (see attached blueprint)
2. Have the children make a craft to decorate their homes for the First Thanksgiving celebration. (Ex: paper flowers, paper chains in bright colors, an Ojo de Dios with craft sticks and yarn, a cross covered with tissue paper flowers)
3. Make a calendar from construction paper and put a symbol in the box for the day we're celebrating, the First Thanksgiving. Also, mark other holidays with an appropriate symbol.
4. Weave a basket out of construction paper strips to symbolize a Thanksgiving feast. Let the children take it home and fill it with their favorite "treasures".

5. Re-enact Juan de Oñate 's entry into San Elizario. (see attached script) Have the children rehearse with their parent's help for about 10 minutes. Bring sheets for the capes and safety pins to pin them onto the children's shoulders.

STEP III LEA ACTIVITY

On sentences strips:

1. Have the children write a story line about the First Thanksgiving.
2. Have them write a story telling how they're going to celebrate the First Thanksgiving.
3. Have them write a story about the festivities going on in San Elizario during the First Thanksgiving celebrations.

STEP IV STORY DEMONSTRATION

Have the children read the attached drama script, having different families read each part. Write it on the board for them to read. Read excerpts from articles or posters on the First Thanksgiving. Read any book dealing with Thanksgiving or any other national or international festivities.
Suggestions:
The Long Way to New Land
Los Peregrinos

STEP V HOME ACTIVITIES CHOICES

1. Go to the plaza in San Elizario and read what is inscribed on the monument in the gazebo and talk about it with your parents.
2. Write a sentence about it.
3. Go to the First Thanksgiving festivities craft and write a story about what you saw..
4. Write a story telling how the First Thanksgiving is different from the one we celebrate in November.
5. Make another First Thanksgiving craft and write the steps or materials you used to make it and/or tell why you chose to make that craft.

Drama Script

Juan de Oñate :	¡Tenemos que seguir adelante!
Soldier 1:	Ya tenemos 4 días caminando. Se nos acabó el agua, la comida.
Soldier 2:	Ya estamos cansados, ni los caballos pueden caminar.
Mother:	Ya no podemos mas. Los niños estan muy enfermos--ya no pueden caminar mas.
Child:	Mamá, mamá, tengo sed.
Soldier 3:	Mi señor , mi señor ! Ya vemos agua y pasto verde--ya lo vemos! Estamos cerca de un río!
Juan de Oñate :	¡Hemos llegado! ¡Demos gracías a Dios!

APPENDIX B

Debriefing 2-9-89
Cogis Diaries

Review teacher's observations
Discuss home activity completion +
class observations

Will begin child care next week - ask
small children to go to Gloria's cottage

Curriculum - discuss - needs concerns -
Teachers expressed that it's not in
line w/ req. curriculum. Are
skeptical about its usefulness -

discuss objectives, rationale -

Principal invited to attend

Prof. development - distribute new
readings

Suggestion for Step 4 - by Hermelinda -
let children sit on rug

Collect teacher's timesheets

Debriefing
San Elit 11-21-90

Teacher discussion - importance of writing -
Step 3 - keeping writing/sample portfolios

Suggestion for lesson on transportation -
Step 2 - mail truck w/ letter
insert - sample available

Adriana - Ms. Rodriguez insists on teaching Maria her own way, not letting her be creative -
discuss strategies to help - + not offend Ms. R.

Tam - needs more scissors

Distribute 2 boxes of staybooks -
donation for classes

Liz - take to payroll - no check

October 6, 1989

Project Fiel Staff
Teachers and Assistants

Dear Teachers and Assistants:

I would address each of you by name, but there are just too many of you this year! I would like to first congratulate you for doing such a great job for our FIEL classes! We are into our fourth week now and I think things are going smoother now that we've recruited most of our parents and done most of the testing and interviews. Things were hectic these past three weeks and we do appreciate your patience and your continued support and enthusiasm!

I would like to remind you of a few things which we have been talking about at the debriefing sessions:

1. Timesheets will be collected from the teachers as close to the fifteenth of each month as possible; from the assistants as close to the end of the month as possible. I will be responsible for picking these up and taking them to the Literacy Center for you.

2. We will still be picking up a few people for testing and for interviews. If parents ask you about this, they are two separate things; refer them to Dolores or myself and we will be glad to explain this to them. Most of the testing was done as a group last week; the interviews are done by individual appointments with Dolores. Both the testing and interviews are done at the beginning and at the end of the program, so once we're through this time we won't call on the parents again until the end of the twelve weeks or possibly until May if they choose to continue with us in the Spring.

3. About the classes, I know it's been too noisy with the extra siblings for some of you. We are doing our best to help you with this; babysitting has been initiated at Crockett and for one class at San Elizario. I hope this will help you run your classes effectively; for those of you that felt there was too much distraction with the little ones. We will also try to stop interrupting your classes, now that the testing is about done and parents know where they are supposed to go for their classes.

4. Thank you for filling out the pink forms for me! I know it's somewhat tedious for you, but we do need all the information that is on those forms for documentation. Do try to give me comments on your students regularly -- assistants, please help with this as the teachers are often too busy with the class to talk to the parents. I encourage all of you to do some parent and kid-watching and to put your observations down on the pink forms for us.

Also, remember that the Observation Form is for your class and the work done during the class, the Homework Form is for the homework turned in for the previous class. If you translate or adapt a storybook to English and/or Spanish during Step 4, please indicate this on your pink forms where we ask for the Title of the Storybook.

5. We also think it might be helpful if you give the parents choices for the home assignment; either two different activities or two variations of the same activities. They are more likely to do it when they can choose something which they like better... And remember this is one of the goals of the project, to get these parents to go home and do these sorts of "literacy" activities on their own with their children. Exchanging a few words with the parents once in a while, for example, before or after the classes, may also help. You will get to know each other better and they will feel like they are getting more personal attention.

6. Do try to start and end your classes on time. I know it has been hard because things were so hectic these past three weeks, but the classes are settling down now...

7. Please make sure all name tags are in place at the start of the class; assistants, this is your job!

8. Assistants, please make sure all work samples collected are labeled on the back with the teacher's name, the date, and whether it was homework or in-class work. The student's name(s) should also be on each work sample turned in. Do collect homework regularly for us, when possible, i.e. when they are doing something written. We would like in class work when there is some original written language on it--as opposed to, for example, just the student's name.

9. Please look at your curriculum in advance; I will be collecting shopping lists for supplies which you don't already have in your classrooms this week. Remember, I need to know two weeks in advance if you do want me to buy you something for your classes.

Thank you once again for all your hard work! Call me if you have any questions or want to discuss anything with me.

Sincerely,

Ana H. Macias

November 6, 1989

Project FIEL Staff

Dear Teachers and Assistants:

We are now more than halfways through our FIEL program for this semester!

I again want to thank you for your continued hard work, enthusiasm and support for the project. I know that some of you have already expressed some positive changes which you have seen in your students with regards to literacy behaviors; I feel certain that you will continue to see the impact of the program on your families throughout the next few weeks and into the coming year for those students that choose to stay with us.

There are several things which we have been discussing during our debriefing sessions which I would like to remind you of at this time.

1. Please continue your recruitment efforts. We have lost some families but we are also picking up new families. Remember to call or write those parents that are absent in order to encourage them to stay with the program. Recruitment must be ongoing for the duration of the project if it is to be successful. Assistants, help your teachers with this!

2. We would like to have a Christmas social for the FIEL families and staff the week following the last day of class; that is, on week 13. We would like for you to mention this to the parents; perhaps we can have a potluck. This will be done at the school, on the same day and time as when the classes meet.

3. The issue of pay was discussed during past debriefing sessions. According to EPCC policy, we <u>cannot</u> pay you for the week that you are absent. That is, if you are not able to teach a class, you will not receive <u>any</u> pay for that week. Also, please do contact me, Dolores or Betsy if you know you will not be able to do a class when it is scheduled. In this case you do need to make arrangements with your assistant to take over the class.

4. I have said that you retain flexibility with regards to the activities that you do in class, so long as you do the five steps. You he suggestions for activities in your curriculum. Ho r, we do <u>not</u> want you to have the students color as the main learning activity. Pleas share ideas with each other in order to be more creative in the

class. We do encourage cutting, pasting, drawing, cooking, making shapes, crafts with pipe cleaners, craft sticks and other such activities which are more conducive to the cognitive and perceptual development of the child than simply coloring.

5. I know some of you have said that you have been unsuccessful in getting comments from the parents on the program. Try to get your assistants to casually elicit comments from the parents either before or after the class. Perhaps questions like the following will get the parents to be more open with us: "How did Michael like the class today?", "What does Janet say about the classes?" "Do you have any suggestions for the class?" "How did you like the class?" "We're always trying to improve our program, do you have anything good or bad to say about it?"

6. I have been passing out a series of articles for you. Please do read them. They are part of our ongoing professional development. Comments on these articles are welcome during our debriefing sessions.

7. Should the parents begin to ask you now about the continuation of the program, be sure to let them know that it is ongoing through the spring semester. We don't want to give them the impression that it's quitting time in December!

I look forward to our next few weeks together before Christmas.

Sincerely,

Ana

Ana Macias

APPENDIX C

Project FIEL:

Family Initiative for English Literacy

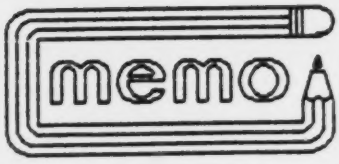
F.Y.I. Newsletter

El Paso Community College

LEA: Literacy Education Program

March 1990 Volume I, No. 2

An open letter from the director



Thanks again and continually for your outstanding participation with Project FIEL. We receive weekly inquiries from people all over the country who believe that we (you) are providing a worthwhile educational service. As we have discussed, our literacy project is unique in that the parent involvement is our project, not just a "side effect" and that we emphasize bilingualism and biliteracy.

In light of our on going efforts to make the classes useful to the families involved, you will notice that Ana, Rogelio, Dolores and I will be talking informally to as many parents as possible during the next few weeks. We are hoping to get suggestions from the participants about useful information for future curriculum lessons and any other suggestions that the parents may have.

Another congratulations for your continual rapport with your families. In every class, I hear teachers and assistants explaining to parents why we do what we do, and I see you all asking parents their opinions about various issues. This is thrilling to me because we are all, in fact, colleagues in the joint venture of raising El Paso's children.

Very sincerely,
Betsy Quintero, Director
Project FIEL

FIEL CURRICULUM
YEAR III

Parenting on the Frontera

Teacher's Preface

1. Parent Literacy Group - Being a parent is a complex process in any situation. Yet, often in communities such as ours which border two countries and two cultures the complexities are dramatized. Sometimes the mix of cultures enriches the parenting experience; sometimes it makes it more difficult.

2. Rationale and Main Discussion Theme for Lesson - Parents participating in the process of identifying difficulties in parenting can not only learn positive suggestions from each other, but also better set priorities for change. Access to certain forms of information regarding the parenting process can be adjusted to the needs of the group.

3. Book Selection - Many children's books on the market deal with family relations. Especially appropriate are books about culturally diverse families.

4. Key Phrases in Spanish

¿Tienen discusiones en sus familias? ¿De Que?
¿Comó resuelven sus problemas?
¿Mamás, que se les hace lo más dificil de ser mama?
¿Seria diferente en otro lugar no situado en la frontera?
Niños, ¿es dificil ser niño? ¿Se llevan bien con sus padres?
¿Se enojan con ellos? ¿Porque?
¿Qué creen que deben hacer en esos momentos?
¿Qué harian sin su madre/padre?
¿Mamás, les gusta vivir en la frontera?
¿Niños, les gusta ir a Juarez?
¿Comó serían sus vidas diferentes si no estuvieran en la frontera?
¿Tuvieran más/menos problemas? ¿Más/menos momentos felices?
¿Qué ventajas/desventajas tiene para usted el estar viviendo en la frontera?

Step 1

What are the most difficult aspects of being a parent? Why? Are any of these difficulties due to the fact that we live on the frontera? Why? What things about parenting are <u>good because</u> we live on the frontera? Explain. Kids: What's difficult about having a parent? What's great about having a parent?

Step 2

On a color sheet of paper, family team makes two lists: One side of the paper should list wonderful aspects of parenting on the frontera, the other side should list difficult aspects.

Step 3

Parents (and children, when possible) write several paragraphs about an aspect listed--good or bad. Child makes and labels ilustrations and they put them all together for a book.

Suggestions for Advanced Parent

When finished previous exercise either: 1) add another story to the book, or 2) write a letter to a person or agency who can help you with a difficulty.

Step 4

Berenstain Bears and the Double Dare
Berenstain Bears and the In-Crowd

Step 5

Interview another family about this issue and report to class

(

Write a letter to a friend or family member who does not live on a frontera. Ask their opinion about your situations, etc.

OR

Write a poem/song about life on the El Paso/Juarez border.

FIEL Curriculum
YEAR III
Career Choices/Las profesiones

Teacher's Preface

1. Parent Literacy Group - The discussion will focus on vocational and career options for parents who wish to return to school. Non-traditional as well as traditional options for women will be explored. Support services (such as child care), will also be discussed.

2. Rationale and Main Discussion Theme for Lesson - Many parents, particularly women, feel uncomfortable or even frustrated at not being able to leave the home environment periodically to get training in an area of interest and eventually to work outside the home. Some have been convinced by others that such an option is not open to them, or that they could not possibly be successful at anything outside the home. Others are discouraged because of a lack of support services such as transportation, tutoring and child care. These parents will thus be exposed to the many options open to them, and will be encouraged to make the appropriate contacts, if interested in pursuing a career. The discussion should thus focus on career options both for parents and children. Both should be encouraged to stay in, or go to school, as part of their overall plan to achieve their career interests. Parents, and particularly children, should be made aware that they do have the possibility of being a doctor, engineer or lawyer and do not necessarily have to settle for anything less if that is what they want. Role models should also be discussed in the conversation, both in and out of the community.

3. Book Selection - Select any story on one or more professions (nonsexist) or a story showing how someone overcame obstacles to get what they wanted. A story about someone confronting a difficult situation would also be appropriate.

4. Key Phrases in Spanish

   las profesiones
   entrenamiento
   dibujar/hacer un dibujo
   hacer un plan/planear
   proyectar
   esfera/campo de especialización
   impedimentos/problemas/obstaculos que vencer/superar
   sobresalir

Step 1

What vocation or career would you like for yourselves? How can you be what you'd like to be? That is, what training do you need? Would you be the first in your family to be a _____? How would they feel about it? Is there a second field you're interested in? What obstacles will you have to overcome to achieve your career interest? What will you have to do? How will you go about it? Children, what do you think you'd like to do when you grow up? What do you need to do to be a _____? What do you think about your mom being a _____? Mom, what do you think about Roberto being a _____?

Step 2

Look through magazines to find pictures of someone doing what you'd like to do in the future. Make a collage.

OR

Draw yourself doing what you'd like to be doing in the future.

OR

Draw some of the tools/instruments you may be working with in the future.

OR

Draw a life "map" that will show the way to your desired profession; i.e., how to get to where you want to go.

Step 3

Have the students write a list of the activities they'll be involved with in their future profession.

OR

Ask the students to make a step-by-step list of what they'll need to do to be what they want. This may be done by adding text to the map made in step 2.

OR

Have the students make a list of some of the obstacles they'll have to overcome to be what they'd like. Then have them talk about this in their family teams.

OR

Ask the students to write about why they think they will like the profession they chose.

Step 4

La lechera
El nino y el globo
Pulgarcito
De la vaca al zapato
De la remolacha a la azucar

The Red Balloon
Anna the Doctor
Jill the Farmer
Jack the Carpenter
Tom the Grocer

Step 5

Ask the students to visit someone who can tell them more about their desired profession or ask them to read about that profession by checking out the appropriate book from the library.

OR

Ask families to make a poster to keep at home with the goals they would like to accomplish during the semester (or year). They should keep this in a prominent place at home where it will be seen everyday. Students may color or check off the goals as they are accomplished.

OR

Do one of the activities in Step 3 which was not done in class.

FIEL Curriculum
YEAR III

The Family: Household Chores
La familia y el trabajo de casa

Teacher's Preface:

1. Parent Literacy Group - The discussion group will focus on the division of labor within the home for doing housework. The parents will be presented with different ideas or plans to implement at home with regards to who does the household chores. The gender role will be discussed in a nonsexist manner. Psychological liberation from a compulsion to take on the entire burden of housework will be discussed as a step in liberating oneself to branch out into other areas.

2. Rationale and Main Discussion Theme for Lesson - Many parents (particularly women) are unjustifiably made to feel that they are solely responsible for housework and related chores such as cooking and cleaning up after meals. The discussion should focus on presenting this situation to both parents and children and then discussing more equitable plans and the means for bring those plans about. Both groups can discuss the different chores around the house that could be assigned to them (For example, mother cooks but children pick up dishes and take out garbage). This is a beginning step for many parents in their journey towards spending time on other, perhaps personally more fulfilling, activities. For young children, it is a beginning step in teaching responsibility, cooperation and division of labor.

3. Book Selection - Choose any book that deals with housechores or division of any kind of labor. Any book that touches on making and abiding by a set of rules, as in a game, is also appropriate.

4. Key phrases in Spanish

   tareas/trabajo de casa
   enfrentarse con el trabajo/la situacion
   hacer cambios
   cada quien hacer lo suyo
   cooperar/la cooperación de todos
   dividir el trabajo entre todos
   premiar/recompensar

Step 1

What are some things that you do together, as a family? Outside the home? At home? What about household chores? Does your family do that together? Who does what in your family? What is your job? How do you feel about this? Do you think that should change? Why? How? How can you bring this change about? What would happen if you didn't do your chores one day? For two days? For three?

What if a family member is not doing her/his part and this is making you upset--what can you do? What if they react badly? How do you deal with that? What do you think is a good way to get everyone to cooperate and do their job?

Step 2

Talk in family teams about household duties and responsibilities. How might you plan them better? How can you deal with irresponsibility? How about rewarding for extra help? Have the family teams draw a "floorplan" of their home. OR

Distribute a box to each family team with "chore pictures" (and labels?) inside the box. Have each family sort these pictures according to who is doing what (i.e., according to chore assignments).

Step 3

Begin to write a family plan by listing all the things that need to be done on a weekly basis. List who might do what. Use the floorplan done in step 2 if appropriate.

OR

Think about your home. Select a treasured object or set of objects and describe how you, personally, are taking care of that.

OR

Together, write a set of family guides/rules that will explain what to do when you are sick or can't do your chores for whatever reason.

Step 4

Remember, books may be paraphrased or converted to Spanish.

Stone Soup

Berenstain Bears and the Messy Room

Sometimes I Pretend

Little Red Hen

La gallinita roja

Step 5

Design a family poster for illustrating and/or listing each member's household duties by the day. Leave space for stars or other symbols, if desired.

OR

Begin carrying out your family plan for household duties. Write about your experiences.

OR

Talk with a friend about your plan. Ask your friend for reactions or ideas. How does your plan compare with what your friend's family does? Write a few sentences about this. OR

Do any of the activities not done in Step 3.

FIEL CURRICULUM
YEAR III
T.V. good? Bad? Both?
La television---¿para el bien o el mal?

Teacher's Preface

1. Parent Literacy Group - Parents will be informed of appropriate types of TV programs for children, appropriate time frames for permitting TV, appropriate TV watching and discussing behaviors, and alternative activities for family fun.

2. Rationale and Main Discussion Theme for Lesson - Parents and children must practice being critical analyzers of TV programs. TV, when viewed moderately and with appropriate selection for material, can be educational and enjoyable. It can be a form of positive, communicative family interaction.

3. Book Selection - Any book which deals with family fun---TV related or not---would be appropriate.

4. Key Phrases in Spanish

La televisión (T.V.)	los anuncios/anunciar
pasatiempos (pastimes)	los beneficios
el canal 13 (channel 13)	
programas educativos/violentos	sacar/no sacar beneficio de...
limitar el uso de la televisión	sacar provecho

Step 1

What do you think is good about TV? Why? What do you think is bad about TV? Why? Think about a TV show you watch often--technically (the cameras) what is filmed? What is left out? Why do you think so? Now think about the "story" of the show. What is the obvious meaning? Are there hidden meanings? What is advertised on TV commercials? Are you happy with this? Do any commercials cause conflict in your family? Children, what are your favorite programs? Why do you like them? What are some other things you would like to do if you couldn't watch TV--if it broke, for example? Are the stories real? How can you tell?

Step 2

In family teams, make a weekly schedule that limits family TV watching (use TV guides supplied by teachers). Plan two other fun family activities for the week and make an invitation card for family members.

OR

In family teams make a "useful" or "educational" commercial and try it out on the class. (Use puppets, pictures, cereal boxes, anything teacher can think of and bring as props.)

Step 3

Write a letter to an El Paso TV station to support or criticize a program,

OR

Write one of the suggestions from "Talk Back to Your TV".

OR

Write the script for the commercial done in Step 2.

OR

Write a mini-series for your own TV show or for a favorite TV show.

Suggestions for Advanced Parent

(Writing in English or Spanish)
What do you think about censorship of certain TV programs and subject matter?

Step 4

Berenstain Bears and Too Much TV

Step 5

Do the other activity suggested in Step 3.

EL PASO COMMUNITY COLLEGE LITERACY PROGRAMS

M E M O R A N D U M

TO: Teachers

FROM: Betsy Quintero, Project FIEL Director
Ana Macias, Project FIEL Coordinator

DATE: September 10, 1990

RE: FIEL curriculum

Some of you have expressed concern that the curriculum for this year, is geared for adults and not for children. Our intention was to get adults as well as children to think and talk about the issues in the lessons--issues that the families requested last year and issues that children do face on a daily basis even though they're not labeled that way. We'd like to say two things regarding this:

1) Remember that you're not restricted to the questions and projects in the lessons. These are flexible so long as you stay within the themes.

2) You need to find a common ground which is comfortable for your parents and children in the discussions and activities.

An elaboration of this second point follows.

You will need to adapt the ideas/questions presented in the curriculum to your particular group of families. Since the concern seems to be with adapting them to the children we will provide examples which show different types of questions you can ask to generate discussions which focus on the daily lives and experiences of the children and how you can also integrate these with appropriate questions for the parents.

Lesson: School and You: Systems of Conduct...

Children: Why do you come to school? What do you especially like about school? Is there anything you don't like? Have you ever felt bad, had a problem in the class? (ask children to retell an experience in the classroom where they felt "bad". For example, a teacher not believing they really had misplaced their homework, or citing them for talking when they were helping someone...) How did you feel? Did you tell anyone about this? the teacher? the assistant?

Mother: Did Roberto tell you about this? Who would you talk to in this situation? How would you go about this? Mothers, have any of you gone through this before? Tell us about it?

Children: Do you think you could go to your teacher and talk about this? to the nurse? counselor? Has something like this happened to any others? Hilda? Arlene?

So, if we have a problem mothers, children, how can we go about resolving it?

Children, what will you do next time something like that happens again? Mother, what would you do?

Lesson: T.V. Good? Bad? Both?

Children, how many of you like to watch T.V.? What programs do you watch? What are your favorites? Why do you like those programs?

Parents, what do you like to watch? Do you like for your children to watch those programs? (that the children mentioned). Why? why not?

Children, what other activities do you like to do? Would you rather do that than watch "chipmunks" or some other program? What other things could you do?

Parents, what other things do you think you could do at home with your children that they could like more than T.V.?

Children, what do you think about that? Would you like to do that? (Let family teams comment on this) So, children and mothers, do you think you could come up with a plan that both of you would like for the days/times when you can watch T.V.? How about also setting times aside for other activities--reading, playing a game, etc.

Lesson: The School and You: What's Worth Knowing

Children, what are some of the things you like to do? What are some of your favorite games? What interests you? Tell us about it? (Ask follow-up questions on the activity described by the child) And do you make roads and signs when you play with your cars? OR Do you measure ingredients when you cook? OR Do you count to see who has the most marbles at the end of the game? What are you learning when you do this?

Parents, what is Cesar learning when he plays marbles/makes road signs/cooks?

Children, is this a fun way to learn? Do you think you can learn to write/count/measure when your're playing just as when you're with your teacher in the classroom?

Parents, what do you think? Is it important for children to do these kinds of activities? Which ones do you like to do together? Tell us about them? What do those activities teach you? children? parents? What do you learn from them?

Lesson: Leaving Home

Do any of you parents remember your experiences of leaving your home--wherever it was--and coming here? (Ask parents where they came from, when, how, etc.). Children, did you know about this? Had your mother told you this story before? What do you think about it? Does it sound scary? Exciting? Sad?

Parents, how do you feel now about having left home? Do you have any regrets?

Children, do you like living here? Why? Why not? Do you think you would have liked living where your mother used to live? Has she told you about how things were over there?

Parents, tell your children what the most important reason was for your leaving home. Children, are you glad your mother came here?

Following are additional Step 2 activities which you might consider doing with your classes.

Books & You

Make a special book for child to "read" to a younger sibling, relative or friend. Child should include drawings or magazine pictures (to paste in) that she/he believes the young recipient of the book will like.

Household Chores

Draw a mural of your family members doing chores.

T.V. Good or Bad?

Make a T.V. Using a cardboard box (cut hole for screen and decorate). Begin mural to put on roll for T.V. picture (will have to be finished at home).

Working in America

Make paper-bag puppets of professional role child would like to be.

Parenting on the Frontera

Make a collage of activities (or draw a mural) child and parent enjoy doing together.

My Family in Multicultural America

Teachers bring in scrap paper, yarn, glue, glitter, etc. for children to make an item or gift that reminds them of a grandparent or elder (who to them makes tangible their cultural heritage).

Curriculum Addendum: Child-oriented activities for Step 2.

Childhood Memories

Parent tells child a story about her/his childhood and child paints a picture of the story

OR

Parent and child draw (with markers) a mural as parent tells story of childhood.

Leaving Home

Map-making: While parent draws a creative version of a map that depicts her/his "leaving" experience, child draws a "round-trip" map from her/his home to school and back.

Staying Healthy

Take a walk around the school.

OR

Go outside and do an exercise together (parent and child) for five minutes.

Choices

Look in a magazine and choose places you would like to visit. Make a collage or picture representing these.

Finally, we will discuss the curriculum as well as other concerns/suggestions you might have during our debriefing sessions. For now, we hope these suggestions are of help to you.

APPENDIX D

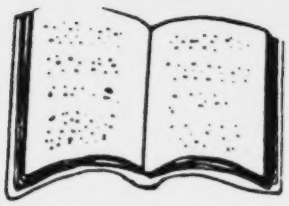
fold along dotted lines to make invitation

Ayudele a sus
niños con sus
estudios

Inscribase
hoy mismo

No pierda
esta gran
oportunidad

P.O. Box 20022, El Paso, Texas 79998



PROYECTO FIEL

Programa de Lectura y Escritura
Para Familias

Clases de Proyecto FIEL - San Elizario

¿Para quién?	Para niños(as) de Pre-Kinder y sus madres, padres, abuelos o algun otro adulto.
¿A que hora?	De las 3:15 p.m. a 4:15 p.m. los martes
¿Qué fechas?	Principian las clases el 11 de septiembre 1990 y continuan por 12 semanas, un día por semana.
¿Dónde?	Las clases serán en su escuela.
¿Necesita más informes?	Para mas información y para inscribirse vaya o llame a la oficina de su escuela: 851-2797

Disfrute una hora con su hijo(a):

--lean cuentos
--desarrollen la creatividad con el arte
--desarrollen conversaciones con su hijo(a) a cerca de varios temas de interés
--escriba con su hijo(a)

Acepte esta muy especial invitación para participar en este programa, escoja ser una de las familias dichosas que disfrutarán compartir con sus hijos.

No se pierda de esta gran oportunidad

Inscribase hoy mismo

LA ULTIMA CLASE

PROYECTO
FIEL

FOLD TO
MAKE INVITATIONS

LA ULTIMA CLASE
DE PROYECTO FIEL
SERA

ESTE JUEVES

A LAS
2:45 - 4:45
DE LA TARDE

TAMBIEN VAMOS
A PRESENTAR
CERTIFICADOS
A LOS NINOS

APPENDIX E

EL PASO COMMUNITY COLLEGE

PROJECT FIEL
EVALUATION FORM

Presentation Title: _____ Date: _____

Location: _____ Presenter(s): _____

Your Job Title: _____ _____

Grade: _____ _____

1. What did you find most useful in the session? _____

_____

2. What did you find least useful in the session? _____

_____

3. Overall, the content presented was: (please complete): _____

_____

4. The session (workshop or consultation) could be improved by (please complete):

_____

		Low				High
5.	Overall, how appropriate was the workshop for you?	0	1	2	3	4
6.	How do you rate the quality of the handouts?	0	1	2	3	4
7.	How do you rate the effectiveness of the handouts?	0	1	2	3	4
8.	How do you rate the overall QUALITY of the session?	0	1	2	3	4

9. Additional comments you might like to share: _____

_____

10. What additional training needs do you have? _____

_____

EL PASO COMMUNITY COLLEGE

PROJECT FIEL
EVALUATION FORM

Presentation Title: Project Fiel Date: 1-11-90

Location: Literacy Center Presenter(s): Ana Adams
Betsy Quintana

Your Job Title: Teacher

Grade:

1. What did you find most useful in the session? actual teaching
   ... the 11 topics

2. What did you find least useful in the session? ... the
   ... was important to me. (Thanks)

3. Overall, the content presented was: (please complete): well organized
   ... very informative

4. The session (workshop or consultation) could be improved by (please complete):
   ... that Mrs. Quintana ... time - Handouts organized
   ... better

		Low				High
5.	Overall, how appropriate was the workshop for you?	0	1	2	3	(4)
6.	How do you rate the quality of the handouts?	0	1	2	(3)	4
7.	How do you rate the effectiveness of the handouts?	0	1	2	(3)	4
8.	How do you rate the overall QUALITY of the session?	0	1	2	3	(4)

9. Additional comments you might like to share: I would ...
   ... like to repeat ... + ... more old activities
   (unless it's necessary for my students + I feel I need more exercise)

10. What additional training needs do you have?

Project FIEL Training
January 9, 10, 11, 1990

Day 1

Introductions
Background to Project FIEL
Overview of Steps
Parent Involvement
Bilingualism
Assistants
Applications, I-9 (Letty Salas)
Parent Interviews (Dolores Cox)
Materials Distribution, Articles

Day 2

Review the five steps: Rationale, Video Segments, Role Play, Work Samples and Question-Answer period for each step

Day 3

Teachers' Class Reports/Homework Reports
Videotapes
Absences/Pay
Recruitment
Distribute directories, curriculum, pink sheets, schedules
Question-Answer

Suggested Reading Schedule

Day 1

"Making Sense of the Beginnings...."
"Early Phonics...."
"The Five Steps"
Using your Assistant

Day 2

"Emergent Literacy"
"Scribbles are Important..."
"Ideas that Work..."
Excerpts from Whole Language
"Evaluation: The Conventions of Writing"
Excerpts from Children & ESL

Day 3

Memo to Project FIEL Instructors
"What's Happening to Eyeore?"
Language Experience: A Dozen Teaching Ideas
Excerpts from "The Pajaro Valley Experience"

APPENDIX F

PROJECT FIEL: TEACHER'S REPORT

School_____ Date_____ Week_____

Instructor_____ Aide_____

Parents/Children Present: (Name individually)	Parents/Children Absent (Name individually)

Theme of Class:

Step I: Initial Inquiry (brief description of topics discussed)

Step II: Learning Activity (brief description and/or sketch of project)

Step III: Language Experience - What were students asked to write about?

Step III. (cont.) Students' Written Responses
Language Experience Activity (attach labeled copies of written language)

(# to be assigned)	NAME	WRITTEN LANGUAGE (verbatim)

Step IV: Storybook Title/Theme:

Read/adapted to: English Spanish Both? (circle one)

Step V: Home Assignment (describe on separate page)

Parent Comments/Recommendations: (write on back if necessary)

NAME	COMMENT

TEACHERS'S OBSERVATIONS ON STUDENT/CLASS

Please include any subjective and/or objective observations on parents and/or children which you find interesting, significant, and/or relevant to the families and their literacy development. Include changes in behavior during their regular school day.

STUDENT'S NAME (parent or child)	OBSERVATION

PROJECT FIEL: HOMEWORK COMPLETION FORM

Instructor_____School_____

Date Class Held:_____Theme of Class_____

Homework Assignment: (briefly describe)

Home Assignment Completion (write "none" if assignment was not done: attach all written language)

	NAME	DESCRIPTION OF PRODUCT COMPLETED/NONE

Parent Comments on Homework:

NAME	COMMENT

Teacher Comments/Observations on Homework:

NON-PARTICIPANT OBSERVER FORM

School_____ Date_____ Session No._____

Instructor_____ Aide_____ Filmed?_____

Start Time_____ End Time_____ Group No._____
(to be assigned later)

Target Pair Names_____

Target Pair No. _____
(to be assigned later)

PS: General observations/comments: (Fill in after observation narrative is completed)

CONTEXT:(at start of observation)

Observation narrative:(verbal & nonverbal; use quotes)

1. The Reflective Practitioner

* What do you like most about teaching? What are the rewards for you? What do you feel best as a teacher? What are your favorite moments?
* What is most difficult about teaching? Do you ever feel like leaving the profession? Why? Why do you stay? If you could, what things would you change in your work?
* Which children appeal to you? Why? Which ones make your work problematic?
* What is the role of parents in your work? What should it be?

* Why is your space arranged the way it is? Why do you follow particular routines?
* Why do you teach as you do? What criteria do you have in mind? What do you take to be valuable in your teaching? What other teachers do you admire? Why?
* What is your role in the lives of children and families? What are your goals for children? How do you meet these goals?
* What is your role in preparing children for the future? Are there any conflicts between your goals and the school's goals? If so, do the conflicts affect the children?

2. The Autobiographer

* Can you describe any chance factors that led to your becoming a teacher? Are you sometimes surprised to see what you have become?
* When did you decide to become a teacher? What did your decision mean to you at that time? What was it about teaching that interested or attracted you?
* What role explicitly or implicitly did your family play in your decision to teach? Do you remember any early experiences that affected your decision to teach?
* Do you remember any outstanding teachers from your years as a student? What do you remember? Did this influence your decision in any way?
* What was your formal teacher education like? Did it prepare you for the realities of teaching? Is teaching pretty much what you'd expected? When you first taught were there any colleagues or mentors who influenced you? How?
* Can you remember when you felt comfortable as a teacher, confident with your own philosophy and practical knowledge?
* Can you think of early experiences that continue to influence what and how you teach now? Can you describe the central teaching ideas that guide your work and how you came to adopt them?
* Have you changed as a teacher over the years? How?

3. The Whole Person

* What is of value to you beyond teaching? Are you involved in any social or political groups?
* What concerns you most about children and families today? About the state of society or the world?
* Are you involved in any other projects or interests outside of teaching? What? How are they important to you?
* What have you read recently that was significant to you?
* What do you imagine you'll be doing in five years? In ten years?

APPENDIX G

Project FIEL:

Family Initiative for English Literacy

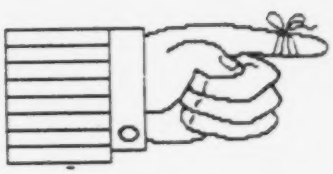
F.Y.I. Newsletter

El Paso Community College

January 1990

Volume I, No. 1

What is the history of Title VII?

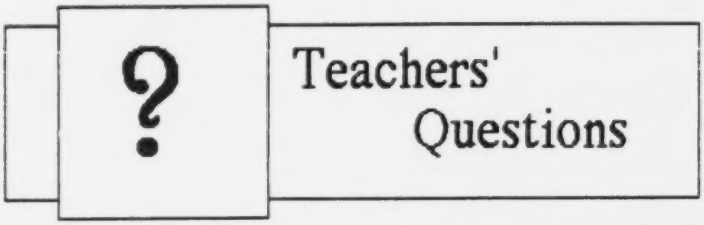


The first Bilingual Education Act was passed in 1968 under President Lyndon B. Johnson. One of the components of the Bilingual Education Act was named Title VII. Title VII made provisions for initiating supplementary bilingual education programs designed to meet the special educational needs of children who had limited English-speaking ability and who came from low-income families living in an environment where the dominant language was other than English. According to the Act, programs accepted to be funded by Title VII were to incorporate the use of two languages, one of which was English, as mediums of instruction and the study of the history and culture associated with the students' mother tongue.

The dilemma with the original Bilingual Education Act of 1968 was its failure to provide means of assessing the success of these programs. Consequently, the Bilingual Education Act of 1974 was written. With an additional increase in funding, this act made it possible to include all LESA (limited English-speaking ability) children instead of only allowing children from low-income families to participate. The final stage in the development and growth of Title VII was the Bilingual Education Act of 1978 which made it possible for approved programs to include students of limited-English proficiency (LEP) and to further the students' development of the four skills (reading, writing, speaking, and understanding).

Who funds Title VII and for how long?

Title VII proposals are granted, funded, and directed by the Office of Bilingual Education and Minority Language Affairs in Washington, D. C. Grants are awarded on a yearly basis with exceptional programs being funded for up to five years. It is the intent of Title VII to supplement existing bilingual education programs by supporting and funding innovative and promising programs that may be duplicated by other school districts across the nation.



What if I need materials for a lesson which I don't already have?

Please inform your teacher trainer (Ana Macias or Rogelio Chavira) of exactly what materials you will need for your lesson. Be specific as to the quantities needed. This must be done at least ten days prior to the day you will need them.

What if I realize halfway through the lesson that we are not going to have time to do all five steps?

Plan carefully and monitor your time as you progress through the lesson. Prepare and organize your materials in advance. It is all right if you find that you must skip a step (for example, the story) once or twice during the semester--but not more than that.

What if I can't find a story book on the same theme as the lesson that is of suitable length, interesting content, and in the right language?

Look at your public as well as school libraries for resources. Also, you may paraphrase, condense, and/or translate a storybook with attractive illustrations in order that it will better fit your needs. Some teachers find that "adapting" the story to English or Spanish as they read it works well for them. A story may also be on a related theme; it does not have to be on exactly the same theme as the lesson.

What if there are some students in the school who need to be in the FIEL classes who have not been included? How can we include them?

Unfortunately, Project FIEL can serve only a small part of the students who could benefit. We are funded to serve: (1) pre-K, Kinder, and first grade children whose family is limited English speaking, and (2) families in which one adult family member will make a commitment to come to a weekly after school class with the child.

What do we do if a child insists on spelling the words in a sentence "her way" and the parent insists that the word be spelled "correctly"?

First try explaining to the parent the importance of "invented spelling" as a part of literacy development. Then, if the parent still insists on correctness, suggest two versions on the sentence strip. Let the child do one and the parent do another.

Unity (A Poem)

I dreamed I stood in a studio and watched two sculptors there.
The clay they used was a child's mind, and they fashioned it with care.

One was a teacher. The tools he used were books and music and art.
One was a parent with a guiding hand and a gentle, loving heart.

Day after day the teacher toiled with touch that was deft and sure.
While the parent labored by his side and polished and smoothed it o'er.

And when at last their task was done they were proud of what they had wrought.
For the things that had molded into the child could neither be sold nor bought.

And each agreed he would have failed if he had worked alone.
For behind the parent stood the school and behind the teacher, the home.

--Anonymous

Special cut out section

Project FIEL Staff

Important phone numbers:

	Home	Office
Betsy Quintero	592-5256	534-4160
Ana Macias	775-3910	534-4160
Dolores Cox	591-3704	
Rogelio Chavira	581-7798	534-5043

Project FIEL
1115 North Oregon
El Paso, Texas 79902

EL PASO COMMUNITY COLLEGE

Project FIEL **F.Y.I. Newsletter**

Comments and ideas are welcome

Rogelio Chavira, Editor
El Paso Community College, Rio Grande Campus
P.O. Box 20500, El Paso, Texas, 79998

Project FIEL
F.Y.I. Newsletter

Literacy Education Action

El Paso Community College

"F.Y.I. Newsletter answers the most-asked questions of the teachers and assistants working in Project FIEL."

General Questions by Betsy Quintero

How can I as one teacher be everywhere at once in the FIEL classroom and ensure that parents are participating, children are participating, and that the five steps all get done?

In the first place, remember that you are a knowledgeable facilitator, not "giver of knowledge." You guide the participants to discover knowledge (some of which does come from you and your experiences) on their own from their interactions in the class.

Secondly, remember the family interactions are the most sure way that literacy and learning will be enhanced in each participant. Put thought into structuring the five steps according to the theme of the day and then trust the interactions to make the miracles. During the Initial Inquiry, various directions of communication evolve. This is almost always fine. If you feel the discussion becomes too adult exclusive or too child exclusive, then a simple directed, open-ended question by you can change the direction. Then, when you divide into family family teams, the social context of the family relationship will "carry" the interaction. Just take a minute to relax and watch. Parents and children are both le rning and both teaching a lot to each other.

Thirdly, the purpose of the five steps is to encourage holistic literacy development. If the participant is "too shy" or "too tired" or "too someth ng" to write, use your creativity to coax a little. Make a very personal suggestion. For example, few of us are too tired to make a

BEST COPY AVAILABLE

list of: 1) the reasons why we are tired (2) the foods that would make me feel better right now. (3) how a night with Tom Cruise or _____ would give me much more energy (4) etc. etc.

Also, remind parents that it is important for children to see them write, regardless of the content. Remind children that parents are proud of what they write, regardless of the form.

How can I tell the parents every thing that I have learned about children's literacy development in so little time each week?

Perhaps it's impossible. But, remember the philosophy and goals of the project are participatory, based on interactions. Hopefully, in the course of doing activities with these very real people many situations will arise on a personal level for the families which can be compared to your own experiences and collection of information. Explain what you see, with all the spontaneous enthusiasm you feel. The parents and children will absorb and relate to all they developmentally are willing and able to.

A Letter from the Director

Dear FIEL staff,

:...to continue the dialogue..."

As we keep saying, we are all still learning in our family literacy endeavors. I really believe our collective experiences are significant. This includes our problems, our solutions, our difficult moments and our inspiring moments. Thus, we continue...

Thank you all for all your efforts - mental, emotional, and physical (carrying those supplies around the city!)

Sincerely,
Betsy

Teachers Reminder

Don't forget to write in your student commentary sheets at least biweekly if not weekly. Turn it in to Ana Macias or Rogelio Chavira once it is full. These notes will be extremely valuable to us next semester when we begin writing case studies on individual students.

Special Section for Assistants by Ana Macias

I feel somewhat useless at times during the class as I am just standing or walking around observing the families. Is this what I am supposed to be doing?

Yes, at times. A basic rule to follow is to help the instructor and families when help is requested, for example, in distributing materials, holding a crying infant or helping an illiterate parent write. When you are not busy doing these things you will simply monitor the families by working around and observing their interactions. You should then make a note of your observations on the pink sheet (the student commentary sheet or the class report). You should also write down any interesting comment (verbatim) made by the parents or children on the program, their individual projects, the homework, suggestions, etc.

I feel a compulsion to sit down and chat with the parents as they're watching their children work. Is this OK?

No! The parents are there to interact and work with their children; do not take this precious time away from the families. Feel free to visit with them before or after class. Do answer a question or help them if help is requested. Do also greet them as they come into the class and wish them well or thank them when they leave. But please don't use their class time for personal chit-chat with them.

What responsibilities do I have?

Outside the class? Again, ask your instructor what needs to be done. She may want you to find a storybook or cut shapes, for instance. Other than what is specifically requested, you should help them fill out their pink sheets and label all work samples (on the back) for them. Parent interviews are also your responsibility as per instructions by Dolores Fleming. You are not obligated to stay for debriefing when you are interviewing.

Should I translate everything the teacher says?

No! Some of you are helping in classes taught in English but attended by Spanish-dominant parents. Translate only when requested to do so by the instructor, parents or children. Do not jump in and translate before giving the students a time to think and respond. This is annoying to all involved and you are not helping them (linguistically) by doing this. A general rule is not to translate unless requested to do so (either verbally with a need or gesture). Wait for your cue and then translate.

Parent Interview Review Tips by Dolores Fleming

The following are new and reminder tips for conducting the parent interviews:

Conduct Alone: Do not question the parent within the hearing of another adult. Remember, these interviews are private and may be sensitive.

Take Verbatim: Copy exactly what the parent says in the language they use. Do not translate. Write down as much of their answers as possible; however, they say it. Do not correct their language and do not worry about any misspellings.

DOB: Don't forget to ask for the child's date of birth (DOB), place of birth (POB) and length of residency (LOR) for the family.

Phone Interview: SInce absenteeism and bad weather are making it difficult to get the

interviews done, let's start calling the moms and get the information by phone. Do as many as you can do this week by phone. Bring them to the next class for the moms to sign the last page. Those families that do not have a phone need to be done at school.

Make appointments: Be sure to let the moms know that you will be interviewing either by phone or by appointment. Write a short note for the appointment and double-check the telephone number.

Re-read: Review the answers to see if they make sense before you turn the interview in. You may want to make a phrase into a complete sentence. Or you may want to add some of your notes in () parentheses. A ? question mark indicates that the parent didn't understand the question or have an answer.

Post Interviews: All pre-interviews need to be finished before we can begin the post interview. We will have a brief training in the post-interviews around week #6. We will begin post interviews around week #7.

Parents' Journals
by Rogelio Chavira

I feel that the parents are taking too much time working on the journals. What can I do?

At our last meeting, Dolores, Ana, Betsy, and myself brainstormed on different ways of helping you solve this problem. Our brainstorm looks like this:

1. Have the journals ready when the parents walk in to the classroom. Set a time limit of ten minutes to write in the journals.

2. Have the parents write in the journals after the class. Give the parents ten minutes to write while the children are finishing up other projects.

3. Assign the journals for the parents to do at home. However, remember that you lose control of the journal and the parents might not return them to you. (Be sure to stress that they return the journals.

4. If you feel the parents are getting tired of working on the journals, assign the journals every two weeks. Quality is better than quantity.

5. Have the parents write in the journals during different times. Alternate between the story reading time and the activity for the day.

A THOUGHT FOR THE DAY

"A cultural circle is a live and creative dialogue in which every one knows some thing and does not know others, in which all seek together to know more. This is why you, as the coordinator of a cultural circle, must be humble, so that you can grow with the group instead of losing your humility and claiming to direct the group, once it is animated." (Freire, 1971)

Project FIEL:

Family Initiative for English Literacy

F.Y.I. Newsletter

El Paso Community College

LEA: Literacy Education Program

March 1990

Volume I, No. 2

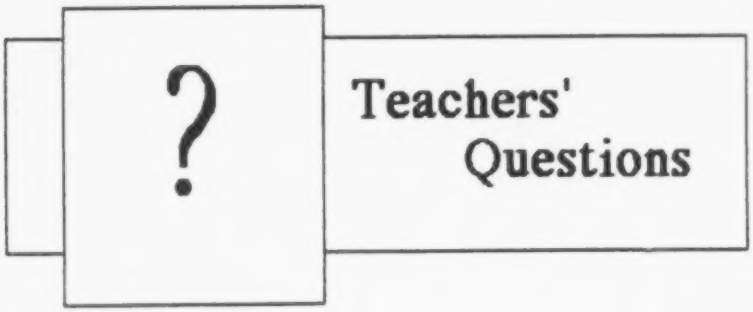
An open letter from the director

Thanks again and continually for your outstanding participation with Project FIEL. We receive weekly inquiries from people all over the country who believe that we (you) are providing a worthwhile educational service. As we have discussed, our literacy project is unique in that the parent involvement is our project, not just a "side effect" and that we emphasize bilingualism and biliteracy.

In light of our on going efforts to make the classes useful to the families involved, you will notice that Ana, Rogelio, Dolores and I will be talking informally to as many parents as possible during the next few weeks. We are hoping to get suggestions from the participants about useful information for future curriculum lessons and any other suggestions that the parents may have.

Another congratulations for your continual rapport with your families. In every class, I hear teachers and assistants explaining to parents why we do what we do, and I see you all asking parents their opinions about various issues. This is thrilling to me because we are all, in fact, colleagues in the joint venture of raising El Paso's children.

Very sincerely,
Betsy Quintero, Director
Project FIEL



What if the children want to keep their art projects? Yet, you want the writing?

Whenever possible, separate the writing from the art by asking them to put the writing on the sentence strip. Then collect the sentence strip, give it to your trainer and let the child take his art project home.

What if the child's writing is totally illegible?

Writing is a developmental process and scribbles are part of that process - so it's all right. Encourage the child to keep writing and to read his or her writing back to you. Have your assistant write the child's interpretation of the writing (i.e. what he read) on the back of the sentence strip before turning it in. It is important not to do this in front of the child. Also, don't forget the name, date of class, teacher's name and whether it was homework or class work. All of this is important due to the increasing numbers of work samples we're collecting.

What if I don't fill out the "comments" section of the teacher's class report form?

You don't have to fill this out every time but we do want you to comment on anything you note of interest in your children when you see it. No comment is too trivial! Also, you may prefer to keep a running tab of comments on each student on the pink "commentary" sheet rather than writing them on the teacher's class report This is fine. Remember to give it to your trainer as soon as it is full. Every teacher should have at least one of these completed for each student by the end of the twelve weeks.

* Hints for Better Child-Parent Participation

1. Create an awareness in parents of accepting child's written language, in which he uses his own symbol representations.
2. Be supportive in comments made to families during class sessions.
3. Provide constant positive reinforcement.
4. Encourage parents to work with the child in the home setting.
5. Create a love for reading by providing books which may be loaned on a weekly basis.
6. Demonstrate positive reading behaviors during story telling which lead toward reading for enjoyment.

by Judy Taylor
Olga Arreola
Yolanda Euzarraga
Project Fiel Teachers, Hart Elementary

Project FIEL
Literacy Education Action, LEA
1115 North Oregon
El Paso, Texas 79902

EL PASO COMMUNITY COLLEGE

Project FIEL F.Y.I. Newletter

Comments and ideas are welcome

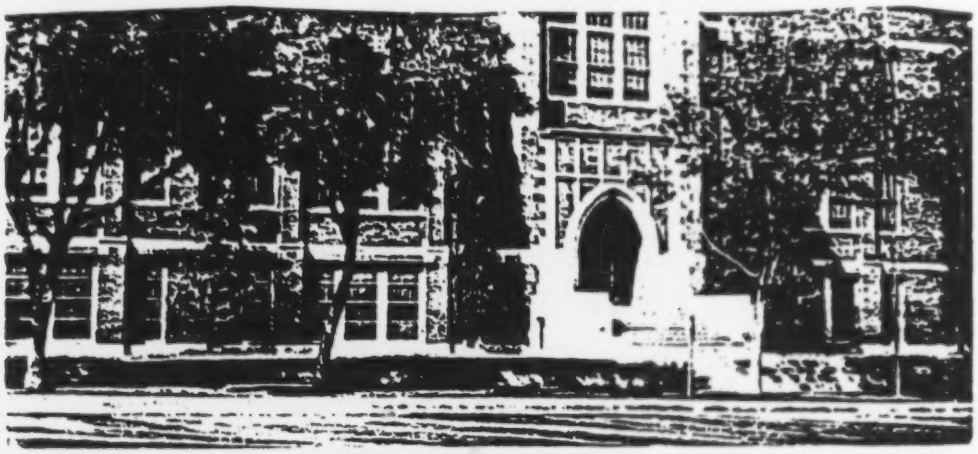
Rogelio Chavira, Editor
Dr. Betsy Quintero, Director of Project FIEL
Literacy Education Center LEA

APPENDIX H

EL PASO Independent School District

CROCKETT ELEMENTARY-INTERMEDIATE SCHOOL

3200 WHELLING AVENUE · EL PASO TEXAS 79930



LOS INVITAMOS A PARTICIPAR EN UNA PLATICA ACERCA DE

LA COMUNICACION ENTRE ADOLESCENTES Y PADRES

Conferenciantes: Osvaldo Grijalva
Martha A. Toscano e hija Mabel
Cecilia Olan e hijo Paul, EPCC

Fecha: miercoles 24 de octubre

Hora: 1:15 a 2:45 p.m.

Lugar: Crockett Elementary School (auditorio/auditorium)

HABRA OPORTUNIDAD PARA ESCUCHAR LOS PUNTOS DE VISTA DE MADRES E HIJOS

HABRA GUARDERIA Y ANTOJITOS

HAGA PLANES PARA ASISTIR

No se pierda de esta gran oportunidad

Fiesta de Madres

10 de Mayo

Rosa Guerrero
INTERNATIONAL FOLKLORICO

Los invitamos muy cordialmente a participar en la siguiente y última plática del Capitulo I. El señor Benito Rodriguez, de EPISD, nos hablará a cerca del papel que padres y madres de familia desempeñan en la educación de sus hijos. Habrá oportunidad para hacerle preguntas y comentarios al señor Rodriguez. Además la distinguida y querida Rosa Guerrero nos complacerá una vez más con un homenaje a la madre mexicana con una exhibición cultural de rebozos.

Les damos las gracias por el gran apoyo que nos han dado durante este año y esperamos verlos el día 10 de mayo.

* * *

Lugar/Place: cafetería de Crockett/Crockett cafeteria
Fecha/Date: 10 mayo 1991/May 10, 1991
Dia/Day: viernes/Friday

8:30 - 9:00 Cafe y pan dulce/coffee and pastry
9:00 - 9:15 Benito Rodriguez
9:15 - 9:30 plática/discussion
9:30 - 10:00 Rosa Guerrero

Preguntas/Questions: Jo Barron, 566-2729, ext. 23

* * *

We cordially invite you to attend our last Chapter I meeting for this year. Mr. Benito Rodriguez, parent involvement consultant, EPISD, will speak to us on our role as parents in our children's education. In addition, Rosa Guerrero will present a tribute to mothers with a cultural demonstration on shawls.

Thank you for all your support which you have given to us this year. We look forward to seeing you on May 10.

EVALUACION DE LA PLATICA 5 diciembre
PROYECTOS DE ARTE

1. ¿Qué le gustó de esta plática? What did you like about this platica? (Be specific)

2. ¿Qué no le gustó? Porqué no? What did you not like? Why? (Be specific).

3. ¿Qué le pareció el tema y las actividades de esta plática? What did you think of the theme and activities?

4. ¿Que sugerencias tiene para la siguiente platica? Any suggestions for the next platica?

5. ¿Le fue útil o le ayudó esta plática? ¿En qué forma? How was this platica helpful\useful to you? How?

APPENDIX I

PARENT PRE-INTERVIEW, YEAR 3 REVISED

Date_____ School_____

Time Started_____ Time Ended_____

Teacher_____Aide_____

Child's Name_____ Age_____

Grade_____ Teacher_____ Attending bilingual

or English only class? (circle one)

Has child previously attended pre-school day care

Headstart or another instruction program? (circle one, or describe:_____

Mother's Name_____ Years Education: Mex._____

U.S._____ Degrees/certificates/licenses_____

Occupation_____

Father's Name_____ Years Education: Mex._____

U.S._____Degrees/certificates/licenses_____

Occupation_____

Family's Address_____

Home Phone_____ Work Phone_____

Is there another adult who lives in the home who serves as a guardian/role model for your child(ren)?

_____

ADDITIONAL DATA/COMMENTS

Name_____

Siblings:

Name	School/Grade	Age
Older:		
1.		
2.		
3.		
4.		
Younger:		
5.		
6.		
7.		
8.		

(1.) When your child is at home, what is his/her favorite activity?

(2.) When do you spend the most time with your child? What do you do and how often?

3. What do you talk about with your child when you hold a conversation with him/her?

4.(3)What is his/her greatest accomplishment? (get an award at school? win at a game? do a project? Other?) Explain.

5.(4)a. Does your child have a favorite place at home where s/he writes, colors, draws, or reads?

b. Are pens, pencils, paper, colors readily available for him/her someplace at home?

yes_____ no_____

6. Do you have any special hobbies or favorite activities that you do in your free time? How often do you get to do it?

 Name_____

7.(9) What is your greatest accomplishment as a parent for your child? (or What do you feel is the best thing you've done for your child?)

8.(7)a. Do you feel that language is a problem in helping your child(ren) with school?

yes_____ no_____

b. Is lack of information about school work or school expectations a problem? (Are you concerned about not having enough information about your child's school work or what the school expects from your child or you?)

yes_____ no_____

9.(5)As a parent, what is the one greatest desire (wish) that you have for your child(ren)?

10. What do you envision _____ to be doing in the future as an adult?

11.(16.)As a parent, is there anything that worries you about your child? In any area? (Do you have any concerns about your child? What is the main concern?) Explain.

12. What language(s) do you speak at home?

a. with spouse? English_____ Spanish_____ Both_____

b. with children? English_____ Spanish_____ Both_____

13. What language(s) do your children speak at home?

a. with parents? English_____ Spanish_____ Both_____

b. with siblings? English_____ Spanish_____ Both_____

c. with friends? English_____ Spanish_____ Both_____

 Name_____

14. Do you subscribe to/or regularly buy any newspapers, magazines, journals or book clubs? In what language(s)?

Magazines:	English_____	Spanish_____	Both_____
Newspapers:	English_____	Spanish_____	Both_____
Books:	English_____	Spanish_____	Both_____
Other_____	English_____	Spanish_____	Both_____

15. As a parent of a young child, what type of information would you like to have/need?

child development_____ child abuse_____

child's progress in classroom_____ drugs_____

discipline_____ at home tutoring_____

medical clinic_____ health care_____

nutrition_____ food stamps_____

housing_____ utility bills_____

Other (name)_____

16.(B)a. Should parents be involved in schools?

Yes_____ No_____

b. How do you think parents can become more involved with their children's schools?

c. In what ways do you participate/or have participated in your school or community activities? (Interviewer, please ask follow up questions as needed to obtain specific and complete information).

17. Would you mind if we looked at your child's records and filmed some of the classes for purposes of the study? (Have parent sign attached release form).

Name_____

Referral made:

Interview done in _____English _____Spanish_____Both

ADDITIONAL DATA/COMMENTS
(include question number, if applicable)

RELEASE FORM

I, _____, authorize any and all EPCC Project FIEL teachers, researchers, and counselors who are a part of project FIEL to obtain whatever information from my child's school records as needed for purposes of the study. I also consent to any filming of the parent-child literacy classes that will be done for research purposes.

Signed_____

Date_____

Yo,_____. le doy autoridad a las personas que estan desarollando el proyecto FIEL, sean maestras, consejeras, o investigadoras para obtener cualquier dato de los archivos de mi hijo(a) localizados en su escuela que sean necesarios para el exito de este proyecto. Ademas doy permiso de que se filmen las clases de lectura con el fin de hacer investigationes (estudios) sobre el proyecto FIEL.

Firma_____

Fecha_____

PARENT POST-INTERVIEW, Revised Year 3

Date_____ School_____

Time Started_____ Time Ended_____

Teacher_____ Aide _____

Child's Name_____ Age_____

Mother's Name_____Yrs.Education Mex._____

U.S._____Degrees/certificates/licenses_____

Occupation_____

Father's Name_____Years Education Mex.____

U.S._____ Degrees/certificates/licenses_____

Occupation_____

Family Address_____

Home Phone_____ Work Phone_____

Is there another adult who lives in the home who serves as a guardian/role model for the child?

_____

(1.) What is your child's favorite activity when s/he is at home?

(2.) When do you spend the most time with your child? What do you do and how often?

3.(4.)What has been your child's greatest accomplishment this year? (an award at school? win a game? a project? Other?) Explain.

4.(5)a.Does your child have a favorite place at home where s/he writes, draws, colors or reads?

b. Are pens, pencils, colors, paint and paper readily available for him/her someplace at home?

yes_____ no_____

Name_____

5. (9) What is the one greatest desire (wish) you have for your child?

6. (11.) As a parent, is there anything that worries you about your child? In any area? (Do you have any concerns about your child? What is the main concern?) Explain.

7. (8.) a. Do you feel that language is a problem in helping your children with school?

b. Is lack of information about school work or expectations a problem? (Are you concerned about not having enough information about your child's school work or what the school expects from your child or you?

8. (16.) a. Should parents be involved in schools?

yes_____ no_____

b. How do you think parents can become more involved with their children's schools?

c. In what ways do you participate/or have participated in your school or community activities? (Interviewer, please ask follow up questions as needed to obtain specific and complete information).

9. (7.) What has been your greatest accomplishment as a parent this year? In any area? (What do you feel has been the best thing you've done for your child this year?)

10. Did the FIEL classes meet your expectations? Why or why not? (Were they what you expected)?

Name_____

11. What did you like and what was the most useful to you from the literacy classes?

12.a. What did you not like about the classes?

b. How would you change that?

13. Have you seen any changes in your child since his/her participation in the program? (or, Do you think your child benefitted from the classes? How?)

Yes_____ No_____

(Interviewer, if "yes" explain the changes below)

14. Which homework assignments did you like best?

15. What problems did you have that kept you from attending all of the literacy classes?

16. Do you have any comments/suggestions with regards to the literacy classes?

ADDITIONAL DATA/COMMENTS
(Include questions number, if applicable)
write referrals on back

Interview done in _____English _____Spanish _____Both

Estimados padres y madres de familia:

Nos gustaria mejorar el Proyecto FIEL para mas bien servirles a ustedes y a sus hijos. Con este fin les pedimos que por favor contesten las siguientes preguntas ampliando lo mas posible con cada respuesta.

1. ¿Qué otros témas le gustaría tratar en próximas lecciones?

2. ¿Qué témas no le gustaron? Porque?

3. ¿Cuales actividades le gustan más de las lecciones?

_____las platicas _____los proyectos

_____la lectura _____las tareas

4. ¿Cuales actividades no le gustan? ¿Porque no?

5. ¿Qué cambios le gustarían a usted con respecto a las actividades en las clases?

6. ¿Cuales otros cambios le gustaría ver en el programa FIEL? Tiene algunas sugerencias para las próximas clases? (Por ejemplo, reunirnos más/menos tiempo cada semana, reunirnos a otra hora, usar más/menos español/inglés en las clases, más instrucción para los padres y madres de familia, más participación de parte de los padres en las clases, etc. Puede escribir en la seguiente hoja).

7. ¿Porqué razón se animó usted a asistir a las clases fielmente?

8. ¿Ha visto usted algunos cambios en su hijo(a) que quizás se deben a su participación en el programa?

9. ¿Ha notado algunos cambios en cuanto a su uso personal de la lectura y la escritura?

10. ¿Han tenido algún efecto las clases en la confianza que tiene usted en si misma(o) para participar en la educación de sus hijos? ¿En qué manera?

APPENDIX J

FIEL PARENT INTERVIEW NEEDS AND REFERRALS FOR THE SCHOOL YEAR 1989-90

When asked if their family had any needs that perhaps a social service agency could assist, the answers were:

NEED	NUMBERS
HOUSING	9
MEDICAL	3
PARENTING	3
FOOD	2
EMPLOYMENT	2
UTILITY BILLS	2
ADULT BASIC ED	2
ESL	2
PERSONAL COUNSELING	1
TRANSPORTATION	1
CITIZENSHIP/AMNESTY	1
CHILD CARE	1
PREGNANCY	1
SCHOOL WORK	1

Those families listing housing as an area of need stated that the present facilities they were living in were too small, cramped, and required much repair for their larger families. Those families requiring medical assistance has an ill family member and the medical bills were prohibitive. They were looking for a social service agency which provided such care for charity cases. Parenting classes were indirectly assessed after parents told about a rebellious youngster, as was personal counseling for other domestic problems. Food was needed for a family whose head of household was either unemployed or underemployed. Employment was requested for the same reason as the above. Assistance in paying utility bills is a need also arising from unemployment or underemployment. Adult basic education and citizenship/amnesty were seen by those parents as a means to upgrade their employment and quality of life. Transportation is a common problem in a one-car family where the parent attending Fiel classes must walk from home to school.

REFERRALS

HOUSING AND URBAN DEVELOPMENT AUTHORITY (HUD)
SCHOOL COUNSELOR, PRINCIPAL, SUPERINTENDENT
DEPT. HUMAN SERVICES FOOD STAMPS
WOMEN INFANTS & CHILDREN (WIC)
PROJECT BRAVO
HELP LINE SOCIAL SERVICES DIRECTORY
IMMIGRATION & NATURALIZATION LEGALIZATION OFFICE
MEDICAID
TEXAS EMPLOYMENT COMMISSION
YWCA CHILD CARE
CA[illegible]OOLS
PARENTING CLASSES

1988-89

NEED	NUMBERS
EMPLOYMENT	8

MEDICAL	3
ADULT BASIC ED.	4
FINANCES	2
HOUSING	1
CHILD CARE	1
TRANSPORTATION	1
FOOD	1

REFERRALS

TEXAS EMPLOYMENT COMMISSION
DEPT. OF HUMAN SERVICES
EPCC YISD ADULT BASIC EDUC. DEPTS.
EPCC LITERACY CENTER
SOCIAL SECURITY ADMINISTRATION
SCHOOL COUNSELOR
LYONS EYE BANK
HEAD START
CAR POOLS
YWCA CHILD CARE

LYONS BANK